

LONGPARISH CE PRIMARY SCHOOL



Health and Wellbeing Education (PSHE)

and

Relationships and Sex Education Policy (RSE)

Date Agreed:	September 2022	
Review Date:	September 2023	
Signed:	<i>Mark Ward</i>	<i>Graeme Johnson</i>
	Headteacher	Chair of Governors

Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's PSHE and RSE programme.

This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance as well as the Winchester Diocesan RSE Guidance document.
2. Staff consultation – staff had the opportunity to look at the policy/curriculum and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy, look at examples of resources, and raise questions.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

Statutory Requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Longparish CE Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Vision

Our Christian Vision is 'to do all things through Christ who strengthens us' (Phil 4/13)

In so doing: We encourage a love of learning in a safe and stimulating Christian environment for children of all faiths and none.

We ensure children's moral values and beliefs allow them to become good citizens who appreciate the diversity within the world, recognise it as a strength and respect all with kindness and love.

Our School aims to be a loving, inclusive family where our core Christian Values of 'Excellence, Friendship and Respect' are recognised and developed. With God's Love, all are encouraged to thrive.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand how to keep themselves and others safe.
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others.
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and

repairing broken relationships.

- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene.
- Enable children to make responsible and informed decisions about their health and well-being.

Curriculum

Delivery of RSE

RSE is taught within the Health and Wellbeing (PSHE) education curriculum using SCARF.

Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils will be given lots of opportunities to talk and ask questions. It is important to understand that this is done with great sensitivity and an understanding that pupils are at different stages of maturity, despite their age.

Whilst there is a 'taught' curriculum, there is also an understanding that we need to be responsive to individual pupil or cohort needs. Parents would be consulted before sensitive issues were addressed directly.

Pupils also receive stand-alone sex education sessions delivered by a trusted member of the staff team and sometimes a trained health professional. Parents are always invited to share the content of this and to ask questions prior to these sessions taking place.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Delivery of HEALTH AND WELLBEING (PSHE) through SCARF

At Longparish CE Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices 1. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units on a 2 year cycle and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

What is being taught :

On the Longparish CE Primary School website, you can find the SCARF medium term planning for both Key stage 1

and the Early Years Foundation Stage as well the long term plan.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of projects, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Links to other curriculum areas

Curriculum at Key Stage 2 - the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory. Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions. Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

Delivery

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Educational Learning Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education. Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

Our Approach as a Church School

The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that from 2019, schools should offer 'appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships' (SIAMS 2018). The Church of England document 'Valuing all God's Children', 2017 states: "All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

The school's approach is consistent with the Church of England's RSE Charter and Principles, which can be found here: https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

Monitoring arrangements

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child

conferencing/ pupil voice and work sampling. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by PSHE lead and the Curriculum and Standards committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by the governing body.




Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Kirsty Brewer.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

11. Sources of Further Information This policy has drawn on:  Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)  Creating a PSHE education policy for your school, The PSHE Association (September 2018)  Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own GDPR policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE latest 'Keeping children safe in education' document

Useful resources/Appendix

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacherresources-guidance-documents-and-training-films>

(password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-educationpolicy-your-school>

(members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Links with other policies:

- Safeguarding policy
- Child Protection policy
- Anti-Bullying Policy
- Acceptable Use Policy
- Equality and Diversity statement
- RE Policy
- Health and Safety policy
- Collective Worship policy

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

		Gender stereotyping				
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