

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

STATUTORY POLICY

Personal, Social and Health Education (PSHE) / Relationships and Sex Education and Health Education (RSHE) Policy

Ratified by Governors	18.07.23
Review Cycle	Annually

Chair of Governors: Mrs K Bush	
Headteacher: Dr L Lawson	

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Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Introduction: Personal, Social and Health Education (PSHE) and Relationship and Sex Education and Health Education (RSHE).

- PSHE is a school curriculum subject through which pupils develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work.
- The majority of PSHE education became compulsory in all schools in September 2020 with the introduction of statutory Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) in key stages 3 and 4, and Health Education at from key stage 1 to 4.
- When delivered well, PSHE / RSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.
- Personal, Social and Health Educations (PSHE) helps to give children and young people the knowledge, skills and understanding that they need to lead confident, healthy, and independent lives.
- It aims to help children understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experience.
- This policy covers our school's approach to PSHE. It also includes Relationship and Sex Education and Health Education (RSHE).

Roles and responsibilities

PSHE/RSHE champion	<ul style="list-style-type: none"> • Lead on the evaluation and review of the PSHE / RSHE policy. • Ensure that resources are relevant and appropriate to the needs of the children. • To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHE / RSHE.
All staff	<ul style="list-style-type: none"> • Ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with school policies. • Delivering PSHE / RSHE in a sensitive way. • Modelling positive attitudes. • Contribute to the evaluation of the programme. • Monitoring progress and assess pupils' learning and progress against learning outcomes. • Responding to the needs of individual pupils. • Communicate the year group content with parents via the termly curriculum map. • Staff do not have the right to opt out of teaching PSHE / RSHE. Staff who have concerns about teaching elements of the PSHE / RSHE curriculum, are encouraged to discuss this with the Headteacher. • Staff will follow the school wide planned timetable of PSHE / RSHE lessons. • <i>If for any reason teachers feel it is necessary to discuss RSE areas outside of the Science curriculum with children, parents will be informed and would have the right to withdraw.</i>
Pupils	<ul style="list-style-type: none"> • Pupils are expected to engage fully in PSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.
Governors	<ul style="list-style-type: none"> • Ensure that an up-to-date PSHE / RSHE policy is in place and it is made available to parents. • To ensure that the PSHE / RSHE policy and programme reflects a whole school approach.
Working with Parents / Carers	<ul style="list-style-type: none"> • We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE / RSHE programme for pupils at the school. • The school is committed to working with parents and believes that it is important to have the support of parents. • Effective methods to communicate are through the school's website, weekly newsletters, parent consultations, surveys, etc. • Parents are invited to view this policy. • The PSHE / RSHE we deliver is designed to support the important role of parents in this area. • <i>Parents have the right to withdraw their children from all, or part of the RSE curriculum, as teachers will not be teaching RSE that is outside of the science curriculum.</i> • If parents/carers have concerns about any of the content to be covered, we ask that these be addressed with the Headteacher.

Legislation (statutory regulations and guidance)

- The Department for Education has introduced changes from September 2020:

6.1

Relationships Education will be **compulsory** in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools, and independent schools

6.2

Health Education will be **compulsory** in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

- All schools must deliver **Relationships Education** (in primary schools) and **Relationships and Sex Education** (in secondary schools).
- Guidance from the DfE under sections 34 and 35 of the *Children and Social Work Act 2017* makes **Relationships Education and Health Education statutory** in all Primary schools.
- This new guidance replaces the DfE **Sex and Relationships Education Guidance** from 2000.
- **Sex Education is not compulsory** in primary schools and the content set out in this guidance therefore focuses on **Relationships Education** as well as links to **Health Education**.
- Although **Sex Education** is not compulsory, the Department for Education, however, continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.
- The following must be taught as part of the **Science National Curriculum**:
 - **Puberty**
 - **Naming of external body parts**
 - **Human development from birth to old age and**
 - **Reproduction** in animals and plants.
- Schools are therefore expected to deliver:
 - **Relationships Education**
 - **Relationships and Sex Education**
 - **Health Education and the**
 - **Science National Curriculum**

Documents that inform the school's Relationships Education and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Aim



- We aim to support pupils' ongoing emotional and physical development effectively in preparation of transition moving to secondary.

Curriculum Design

- Many aspects of PSHE are taught throughout the year, whilst some specific age-related **aspects are delivered**.
- **Relationships Education** is not delivered in isolation, but firmly embedded in all curriculum areas including **Personal, Social, Health and Economic (PSHE)** education.
- Lessons often link to the **Science National Curriculum** and other curriculum subjects/topics.
- We therefore tailor our PSHE/RSHE programme to the age and the physical and emotional maturity of the pupils, ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for **Science**.
- We teach age-appropriate information using specific and relevant vocabulary, allowing pupils to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health and safety.
- **RSE** will be delivered by class teachers in mixed gender groups, unless appropriate to separate boys and girls in Upper Key Stage 2 discussions.
- Our PSHE/RSHE curriculum promotes dialogue and understanding, inclusive of:
 - Dedicated curriculum time
 - Teaching PSHE through and in other subjects/curriculum areas
 - Active teaching and learning
 - Role play/scenarios

- Discussions
- Circle time
- Specialised assemblies
- PSHE activities and school events
- Pastoral care and guidance
- Visitors
- Parent e-mails keep parents and carers informed about what has been taught in recent lessons to support child's learning at home.

To support the effective teaching of **Relationships Education** and **Health Education**, we will use:

<p>The Church of England's Goodness and Mercy scheme https://goodnessandmercy.co.uk/</p>	<p>With supporting resources from Kapow scheme www.kapowprimary.com</p>
	

- This will provide pupils with opportunities to:
 - better understand the nature of human relationships;
 - learning about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion;
 - reflecting upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships;
 - considering and understanding the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
 - reflecting upon how to make good, informed and safe choices concerning relationships and healthy lifestyles;
 - staying safe online; and
 - knowing basic first aid.

<p>Goodness and Mercy</p>	<ul style="list-style-type: none"> • Is written particularly with Church of England and Methodist schools and academies in mind (although it can of course also be used by other schools and academies). • For Church of England and Methodist schools it is important that RSHE is informed both by the national vision and values for education and by each individual school's vision. • Gives a structure and framework for schools to plan and implement RSHE in ways that are most effective in their own contexts. • Offers an opportunity to ground the RSHE curriculum in an acknowledgment of the worth and dignity of all people, rooted in the Christian belief that all are divinely created and eternally loved. 	
	<p>KS1</p>	<p>Health Education</p> <ul style="list-style-type: none"> • Our wonderful bodies. • How we love and care for ourselves. (A: exercise, being in nature, healthy food, good sleep).

			<ul style="list-style-type: none"> • How we love and care for ourselves. (B: personal care, hygiene (including teeth cleaning), sun safety, prayer and meditation, hobbies and helping others) • Keeping safe with screens. • Talking about feelings. • 'Making Planet Healthy.'
		Relationships Education	<ul style="list-style-type: none"> • Families • What is a friend? • What is bullying? How to try to stop it. (This lesson could be taught in Anti-Bullying Week.) • My body: worth keeping safe.
	KS2	Health Education	<ul style="list-style-type: none"> • Managing your feelings: talking about mental health. • Looking after your body: exercise and healthy eating. • Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others. • Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs. (Year 5/6)
		Relationships Education	<ul style="list-style-type: none"> • Families (The topic of families is always difficult and sensitive. It is worth ensuring you really know your cohort and it may be that some children may find this an extremely difficult topic; depending on their context, some may need extra support.) • Friendships. (Years 3/4) • Relationships and Marriage. (Pupils may bring up the topic of divorce and this will need to be handled sensitively and as a matter of fact. Divorce is not included in the KS2 curriculum.) • Anti-bullying. • Making good boundaries.
		Sex Education	<ul style="list-style-type: none"> • Attraction: how do people have sex? (This lesson links to puberty which is taught in Health Education and Science.) • The impact of sexual intercourse on people's emotional, spiritual and mental wellbeing. • Conception, gestation and the responsibility of a baby.

Where appropriate, we will also refer to the **PSHE Association Programme of Study for Personal, Social, Health and Economic (PSHE) Education** has three strands:

- 1) Health & Wellbeing,
- 2) Relationships and
- 3) Living in the Wider World.

Health and Well-being	<ul style="list-style-type: none"> • Know and understand what constitutes a healthy lifestyle. • Know how to maintain physical, mental and emotional health and wellbeing. • Know how to manage risks to physical and emotional health and wellbeing. • Know ways of keeping physically and emotionally safe. • Know how to make informed choices about health and wellbeing and to recognise sources of help. • Be aware of safety issues, including how to respond in an emergency.
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	<ul style="list-style-type: none"> • Be able to identify different influences on health and wellbeing. • Know how to manage change, including puberty, transition and loss.
Relationships	<ul style="list-style-type: none"> • Know how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, and how this can lead to fulfilment, happiness and security. • Know how to recognise and manage emotions within a range of relationships. • Know how to recognise risky or negative relationships including all forms of bullying and abuse. • Know how to respond to risky or negative relationships and ask for help. • Know about safe relationships focusing on boundaries, privacy and rights over their own body. • Know how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. • Know about families in a well-judged and sensitive way – reflecting that some have different family structures than others • Know how to report concerns and seek advice when they suspect something is wrong. • Know how to respect equality and diversity in relationships.
Living in the Wider World	<ul style="list-style-type: none"> • Know about respect for the self and others and the importance of responsible behaviours and actions. • Know about rights and responsibilities as members of families, other groups and ultimately as citizens. • Know about different groups and communities. • Be a positive and active member of a democratic society. • Be responsible and independent members of the school community. • To respect equality and to be a productive member of a diverse community. • Know about the importance of respecting and protecting the environment. • Know where money comes from, keeping it safe and the importance of managing it effectively. • Know how money plays an important part in people’s lives including where it comes from, keeping it safe and managing it effectively. • Have a basic understanding of enterprise.

Safe and effective practice

- Staff members at Dr Walker’s Church of England Primary School have a duty to safeguard the well-being of children.
- We recognise that the open discussion associated with PSHE/RSHE may lead to children making disclosures about things that they are concerned about or regarding abuse.
- School policy for safeguarding children would be followed at this point.
- The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.
- Sensitive information is only disclosed internally or externally following the school’s safeguarding policy.
- For more detailed information please consult the Child Protection and Safeguarding policies, which are available on the school website.

Equalities and Safeguarding within the Curriculum

- We teach PSHE/RSHE to all children, regardless of their ability.
- Our teachers provide learning opportunities that are sensitive to individual needs of our pupils.
- We use group agreements within PSHE/RSHE sessions to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.
- Staff are aware that views around PSHE/RSHE related are varied.
- However, while personal views are respected, all PSH/RSHE issues are taught without bias.

- Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.
- Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics.
- The **Relationships Education** programme at Dr Walker's Church of England Primary School demonstrates and promotes the following:
 - Learn the value of respect, care and love.
 - Valuing family life within stable, loving and committed relationships.
 - Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children.
 - Respect for self and others.
 - Respect for rights and responsibilities within relationships.
 - Appreciate that different, successful family structures exist.
 - Understanding diversity regarding religion, gender, culture and sexual orientation
 - Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity issues, religion and gender.
 - Acceptance of difference and diversity.
 - Promote gender equality and equality in relationships.
 - Challenge gender stereotypes and inequality.

External agencies and visitors

- External agencies can be invited to support the delivery of all aspects of PSHE/RSHE.
- These may include: the school nurse, the NSPCC and the police.
- External agencies and visitors are familiar with and understand the school's PSHE/RSHE policy and Safeguarding policy and work within these documents.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Monitoring, Reporting and Evaluation

- Class teachers assess pupils' understanding and progress through formative and summative processes.
- The subject champion will be responsible for monitoring the standards of children's work and the quality of learning and teaching.
- The Headteacher and PSHE/RSHE subject champion will support colleagues in the teaching of PSHE/RSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.
- All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further development.

Links to other policies and advice

- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Relationship and Sex Education Guidance – DfE

Review of policy

- This policy is reviewed **annually** and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.
- The review will also take into account the feedback from teaching staff, pupils and parents.