

**Staverton C of E Primary School**

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

**January 2022**

**Introduction**

This policy sets out our school’s approach to the statutory Relationship Education and non-statutory Sex Education. It was produced by the PSHE coordinator, working alongside the Head teach and Senior Leadership Team.

We have based our school’s relationships and sex education policy on the statutory guidance document ‘Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and on the PSHE Association’s supplementary guidance ‘Writing your school’s relationship and sex education (RSE) policy’ (PSHE Association, September 2018).

The department for education states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including: the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document, the DfE also encourages schools to deliver age appropriate sex education lessons if they feel pupils need this information:

* *“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement….*
* *“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure 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 - how a baby is conceived and born”*

This policy will also discuss the Personal, Social, Health Education (PSHE), which is related to the new Relationships, Sex and Health Education (RSHE) statutory advice.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

* Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
* Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As a school, we use the Jigsaw PHSE scheme to teach PSHE. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

This policy should be read and understood in and with reference to the following policies:

* Anti-bullying policy
* Behaviour policy
* Online safety policy
* Inclusion policy
* Safeguarding and child protection policy

**Rationale and ethos**

At Staverton, we believe that it is our responsibility, not just to develop our pupils academically, but also to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We believe that a well developed PSHE curriculum will enable them to grow and flourish into well-rounded, happy and successful adults, who are enabled to make informed decisions about their wellbeing, health and relationships.

RSE is also underpinned by the ethos, values and vision of our school. Our vision is based on Jesus’ parable of the mustard seed, which describes the Kingdom of Heaven growing and flourishing from small, humble beginnings. We believe that our school is like that tree, which has grown over time. It is home to our pupils, who are like the birds nesting within its branches. They are nurtured in our school, and in time flourish, developing skills, attitudes and values which are important for adult life. Our values, courage, kindness, respect, trust, hope and honesty promote personal, social and moral growth.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. Pupils can put this into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. It can also develop pupils’ resilience, while informing them of when and where to ask for help if needed.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. Teaching about mental wellbeing is central to these subjects. We are aware that children and young people are increasingly experiencing challenges and we want to give them the tools to support them.

**Roles and responsibilities**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the RE and PSHE team and the Senior Leadership Team. The PSHE co-ordinator will be responsible for monitoring and evaluating the teaching of the RSE and PSHE curriculum.

PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children’s RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

* all pupils make progress in achieving the expected educational outcomes in regard to RSE;
* RSE is well led, effectively managed and well planned;
* the quality of RSE provision is subject to regular and effective self-evaluation;
* teaching is delivered in ways that are accessible to all pupils with SEND;
* clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
* the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

**The RSE curriculum**

At Staverton, we use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association. We have selected this scheme as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors.

As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

**Statutory Relationship Education**

Families and people who care for me

Pupils should know:

* that families are important for children growing up because they can give love, security and stability.
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

* how important friendships are in making us feel happy and secure, and how people choose and make friends.
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
* practical steps they can take in a range of different contexts to improve or support respectful relationships.
* the conventions of courtesy and manners.
* the importance of self-respect and how this links to their own happiness.
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
* what a stereotype is, and how stereotypes can be unfair, negative or destructive.
* the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

* that people sometimes behave differently online, including by pretending to be someone they are not.
* that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
* the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
* how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
* how information and data is shared and used online.

Being safe

Pupils should know:

* what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
* how to recognise and report feelings of being unsafe or feeling bad about any adult.
* how to ask for advice or help for themselves or others, and to keep trying until they are heard.
* how to report concerns or abuse, and the vocabulary and confidence needed to do so.
* where to get advice e.g. family, school and/or other sources

**Statutory Health Education**

Mental Wellbeing

Pupils should know:

* that mental wellbeing is a normal part of daily life, in the same way as physical health.
* that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
* how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
* the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
* isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
* that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
* where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).
* it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

* that for most people the internet is an integral part of life and has many benefits.
* about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
* how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
* why social media, some computer games and online gaming, for example, are age restricted.
* that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
* how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
* where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

* the characteristics and mental and physical benefits of an active lifestyle.
* the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
* the risks associated with an inactive lifestyle (including obesity).
* how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

* what constitutes a healthy diet (including understanding calories and other nutritional content).
* the principles of planning and preparing a range of healthy meals.
* the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, tobacco and alcohol

Pupils should know:

* the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

* how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
* about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
* the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
* about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
* about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
* the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

* how to make a clear and efficient call to emergency services if necessary.
* concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent bodies

Pupils should know:

* key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
* about menstrual wellbeing including the key facts about the menstrual cycle.

**Non-statutory Sex Education**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Changing Me” unit in the summer term. Children are taught:

* that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 3);
* that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves). (Year 4);
* that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means. How a baby develops in the womb and how babies are born (Year 5 and 6).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as the grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

Please note that the following topics are taught as part of the statutory curriculum in science. These objectives refer to parts of sex education:

* To notice that animals, including humans, have offspring which grow into adults (Year 2, living things)
* To describe the life process of reproduction in some plants and animals (Year 5, living things)
* To describe the changes as humans, develop to old age (Year 5, Animals including humans)

**Delivery of lessons and resources**

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school’s RSE policy and be expected to work within it.

Our jigsaw scheme is spilt into 6 pieces. Each piece will be covered once a year in all classes. Each lesson covers an aspect of the RSE curriculum or an objective for emotional and social development. The lesson often has a warm up game, a calm time (where the children practise mindfulness), a time to open their minds (where new content is covered), a task and then a time for reflection.

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| Term | Puzzle name | Content |
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations and resilience building |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes Sex and Relationship Education in the context of looking at and managing change |

**Equality**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019)

**Inclusivity**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

**Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school’s approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

**Recording and assessment**

EYFS and KS1 will record any work produced within a floorbook. For KS2, this will be in personal PSHE journals. This should include:

* A summary of coverage and topics discussed and explored
* Lots of pupil voice- opportunities to share and contribute
* Evidence of external resources, experts and outside agencies supporting learning
* Evidence of how pupils have grown in understanding and knowledge
* Teachers reflecting on children’s learning and how they are adapting their teaching accordingly.

**The role of parents and parental right to withdraw**

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

* Inform parents about the school’s RSE policy and practice;
* Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
* Answer any questions that parents may have about RSE for their child;
* Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school’s PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE coordinator or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

**Monitoring and review**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

The governing body monitors our named safeguarding governor (Anne Rees). They report their findings and recommendations to the full governing body, as necessary, if the policy needs modification. The named governor gives consideration to any feedback from parents about the RSE programme and makes a record of all such comments.

Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school’s ethos.

Next review: March 2023