

PSHE, RSE and Health Education Policy



Policy updated by Miss Taylor (PSHE leader): October 2022

Policy approved by Governors: November 2022

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Policy shared with staff and shared on the school website: November 2022

'Never settle for less than your best'

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PSHE, RSE AND HEALTH EDUCATION POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the teaching of Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Health Education at St. George's Central C.E. Primary School and Nursery. This policy has been developed to ensure that governors, staff and parents or carers are clear about the statutory requirements regarding RSE and Health Education. It has also been developed to ensure that pupils' educational entitlement gives due consideration to DfE Relationships and Sex Education and Health Education Statutory Guidance (2019) and the guidance provided by the PSHE Association in Preparing for Statutory Relationships and Sex Education (2018). We have also taken into account the voice of our parents and pupils both in preparing this policy and in ensuring we adapt an appropriate and relevant curriculum.

What is PSHE?

PSHE is crucial in providing pupils with the knowledge, skills and attributes they need to manage their present and future lives. It enables them to develop skills to keep themselves happy, healthy and safe, as well as preparing them for life and work in modern Britain. These skills and attributes include but are not limited to resilience, self-esteem, risk-management, team working and critical thinking. PSHE supports pupils to flourish as individuals, family members and members of society. PSHE impacts on both academic and non-academic outcomes for children and is essential to personal development, behaviour, welfare and safeguarding. Therefore, it plays a vital part in supporting pupils to navigate challenges and opportunities in the wider world as well as supporting them to adapt and grow as successful, contributing citizens that will be valued by future employers.

What is Relationships and Sex Education?

The Government definition states *"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching."* (Department for Education and Employment, SRE Guidance, 2000). As of September 2020, Relationships Education is statutory for all Primary schools in England.

What is Health Education?

The Government definition states *"It aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise."* (Department for Education, Relationships and Health Education Guidance, 2019). As of September 2020, Health Education is statutory for all Primary schools in England.

Why are RSE and Health Education important?

At St George's Central CE Primary School and Nursery, we understand the importance of educating pupils this area. More than ever before, children are exposed to negative representations of 'self-image', unhealthy relationships and stereotypes, to name a few, through the media, social media and culture around them.

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Therefore, it is fundamental to equip all pupils with the knowledge to make informed decisions about their health, wellbeing and relationships, as well as preparing them to flourish in adult life and understand how to stay safe. This enables us to promote spiritual, moral, cultural, mental and physical development of pupils at school and in wider society.

Aims

At our school, the aims and objectives of teaching and learning PSHE, RSE and Health Education in are to enable pupils to:

- Enjoy and achieve in their lives
- Make good decisions about their own health and wellbeing
- Develop knowledge and understanding of how children can make a positive contribution to society and the world
- Develop respect for all people and the differences between them.
- Understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- Name parts of the body and describe how their bodies work
- Develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- Develop confidence in talking, listening and thinking about feelings and relationships
- Have positive self-esteem and body image, and to understand the influences and pressures around them, including the role the media plays
- Develop a sense of self-worth, independence and responsibility.
- Take an active part in their own learning.
- Grow as individuals, as members of families and of social and economic communities.
- Understand the consequences of their actions and behave responsibly within relationships
- Have awareness to judge what kind of physical contact is acceptable and unacceptable
- Develop knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances
- To empower pupils to be safe and safeguarded by recognising unsafe situations and be able to protect themselves and ask for help and support

Curriculum and Implementation

At St. George's Central, we follow the PSHE Association's Programme of Study. This programme incorporates the statutory elements of RSE and Health Education. It also ensures a broad and balanced curriculum rooted in spirituality that is relevant to both pupils' current and future experiences. It also gives our pupils fundamental opportunities to revisit, reinforce and extend their learning on their journey through each key phase.

As RSE and Health Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including collective worship, various pupil voice groups (e.g. School Council and Ethos Council), playground systems and extra-curricular opportunities. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Learning opportunities are provided across three core themes:

- Core Theme 1: Health and Wellbeing
- Core Theme 2: Relationships
- Core Theme 3: Living in the Wider World

Although the majority of Living in the Wider World does not included in statutory requirements, it remains vitally important to pupils' personal development and economic wellbeing.

Nursery and Reception follow the Early Years Foundation Stage (EYFS) curriculum where 'Personal, Social and Emotional Development' (PSED) is one of the prime areas of learning and it is embedded within daily interactions. Discrete focused PSHE sessions are also taught weekly, including a Picture News session.

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From Year 1 upwards, we teach discrete lessons using a question-based model devised from the PSHE Association Programme Builders. Teachers are responsible for planning lessons which match pupil's abilities, considering inclusion for those pupils with additional needs and challenge for those that are more able. In PSHE lessons, pupils have the opportunity for reflection and to tackle many of the moral and social issues we see in school life.

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. Incorporating RSE and Health Education within the PSHE curriculum offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. Scenarios are used to apply and challenge pupils' knowledge and understanding throughout the core themes. Reactive lessons occur to address 'in the moment' incidents and develop purposeful reflective skills.

By the end of primary school, pupils will have been taught **Relationship Education** content on:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

By the end of primary school, pupils will have been taught **Health Education** content on:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Facts and risks associated with drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body (including puberty).

Pupils also actively take part in both whole school and class collective worships relating to our school values each half term: **Friendship; Trust; Justice; Hope; Endurance; Compassion; Forgiveness**. All staff ensure that positive reinforcements of messages from PSHE sessions and worships are maintained throughout the day, in terms of behaviour, respect, care for others, positive relationships, resilience and being adaptable to take on new experiences.

We encourage our pupils to make a positive contribution to the life of the school and wider community through a variety of activities. In doing so, we help to develop their sense of self-worth and ability to work with others. This also enables pupils to learn to understand and respect diversity and differences, enabling them to form positive relationships with others. This is done through:

- Whole school and national events e.g. Anti-Bullying Week, Children in Need, Mental Health Awareness Week.
- Workshops to raise awareness about diversity, inclusion and equality (including working with organisations from the local community) e.g. Everything Human Rights, Happy Smiles Training.
- HH Kids Puberty Package.
- Intergenerational visits to Hillcrest Residential Home.
- A residential plan with opportunities for children from Year 1 up to Year 6.
- Sporting events organised through Atherton and Tyldesley Sports Association (ATSA).
- Cross-phase activities e.g. Team activities/days.
- Buddy systems.

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We provide a variety of opportunities to develop awareness of democracy within school to teach how wider society is organised and governed. These experiences include:

- School Council.
- Ethos Council.
- Eco Council.
- Rota Kids.
- School Teams.

Cross-Curricular Links

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage One children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can reproduce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others.
- To treat others with sensitivity.

In Key Stage Two children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction.
- About the main stages of the human life cycle.

In Year 5 and 6 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

Computing Curriculum

In Key Stage One children learn:

- How to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key Stage Two children learn:

- How to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Religious Education Curriculum

Religious Education enhances PSHE, RSE and Health Education through opportunities such as investigation, reflecting, empathising, and analysing. This supports the development of values and attitudes such as commitment, respect, fairness, self-understanding, and enquiry. These are adaptable and transferable life skills to enable pupils to make informed decisions, think about consequences of their actions and the affect they have on others around them.

Picture News

- Direct link made with British Values.
- Recognise ways in which they are different to others.
- Treat themselves and others with respect, how to be polite and courteous.
- Listen to other people and play and work cooperatively.

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- Talk and share their opinions about things that matter to them.
- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Sex Education

The Sex Education aspects of the curriculum are integrated within the PSHE curriculum and the teaching of puberty in Year 5 and Year 6. Lessons are tailored to the age and the physical and emotional maturity of the pupils. All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively. Sex Education lesson content at St. George's Central CE Primary School and Nursery covered:

- **Year 5 and 6:** Conception and pregnancy – understanding about how a baby is conceived and born.

As recommended by the Department for Education, we believe it is important to support pupils' ongoing emotional and physical development effectively during the transition phase before moving to secondary school. These key concepts are necessary as they help keep children safe and make informed healthy decisions later in life. Accurate information is important but only part of the picture: helping them now by building their inner resilience ensures they become mindful children, mindful teenagers, and mindful adults prepared for life's journey.

Procedures for Withdrawal of Pupils

Parents have the right to withdraw their child from the Sex Education lessons, not included in the statutory Relationships Education, Health Education or Science Curriculum. However, working in partnership with parents we hope they recognise the importance of this aspect of the child's education. Should you be considering such a step:

- First talk it through with your child and their class teacher.
- After a discussion with the class teacher, if you still feel it is necessary to withdraw your child from this aspect of the curriculum contact the Headteacher with a letter explaining the reason for the withdrawal.
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching. This language is provided through a PSHE 'Progression in Vocabulary' document.

Equality and Diversity

Our school strives for the best outcomes for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation. We ensure teaching of PSHE, RSE and Health Education is sensitive to the needs of ALL our pupils and their families by:

- Being aware of each group of pupils' individual characteristics, backgrounds, attitudes and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow opportunity for SEND and EAL pupils to fully participate in lessons to ensure all pupils gain a full understanding.
- Valuing and respecting all pupils and adults' contributions and experiences by supporting them to articulate their perceptions.
- Ensuring freedom from all forms of bullying including homophobic, biphobic, and transphobic bullying as is our duty within the Equalities Act (2010) through a zero tolerance approach within all our policies and practice.
- Promoting social learning and expecting pupils to show a high regard for the needs of others by following our school Values of Friendship, Trust, Justice, Hope, Endurance, Compassion and Forgiveness.
- Ensuring the Protected Characteristics are embedded and taught within the curriculum across the school.

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Ground Rules

Ground rules in class are essential when discussing sensitive subject matters. An 'I Wish My Teacher Knew' box (a question and comment box) is always available in all classrooms. This will enable pupils to feel more comfortable to ask questions without being identified – pupils can choose to remain anonymous. Pupils will be reminded of this box during PSHE sessions, especially when covering RSE and Health Education content.

Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by, for example:

- Staff will set the tone by speaking in a matter-of-fact way.
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in the 'I Wish My Teacher Knew' box.
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- Staff will not provide more information than is appropriate to the age of the pupil.
- If staff are concerned that a pupil is a risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Headteacher or Learning Mentor who can discuss the matter with the parent, or follow other appropriate procedures. All classes have an 'I Wish My Teacher Knew' box in their classroom so that they can share information or ask questions anonymously.

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE, RSE and Health Education.

As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or a Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated lead for safeguarding and child protection, in line with school policy and procedures.

Harassment and Bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms as a way to harass other pupils, for example: 'poof', 'gay' and 'lesbian'. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Confidentiality

At St George's Central, we believe that because PSHE works within pupils' real life experiences, it is essential to establish a safe learning environment. We will create a safe and supportive learning environment by:

- Establishing ground rules for lessons through our class charters.
- Role modelling and teaching our high expectations of behaviour for learning and Learner Values.
- Sharing the need for confidentiality with staff and pupils and being clear about procedures should pupils indicate that they are vulnerable or "at risk" through our Safeguarding and Child Protection Policy.

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Where pupils indicate that they may be vulnerable and at risk, they will get support by staff following our Safeguarding and Child Protection Policy and informing the Safeguarding Leads.

Resources

- Both Key Stage One and Two use resources provided or approved by PSHE Association to support the Programme of Study. These electronic resources are attached to the PSHE long term plans. Additionally, supporting HH Kids resources for Year 1 to 6 can be found on the staff shared drive. Any queries regarding should be directed to the PSHE Leader.
- Age appropriate books supporting core themes: **Health and Wellbeing; Relationships; Living in a Wider World**
- The use of outside agencies from the community used effectively, such as the School Nurse, community police, Fire Brigade, HH Kids.

Assessment, recording and reporting

- Pre and post-learning assessments are completed at the beginning and end of each unit to identify existing knowledge and skills of pupils and measure pupils personal progress.
- Ipsative assessment is built within lessons through questioning, discussions and tasks to inform pupils understanding and planning next steps.
- Self-assessment and peer-assessment is used where appropriate.
- Assessment focuses on knowledge as well as skill development and attitudes.
- Pupils who have not made progress within the PSHE unit or teacher's may feel are a 'cause for concern' will be supported with related and appropriate interventions. Teachers may also inform parents where appropriate.
- The 'I wish my teacher knew' questionnaire is completed with KS1 and KS2 pupils at the start of each half term to identify pupils who require additional support.
- The Stirling Questionnaire is used with Year 4, 5 and 6 to track pupil's mental health and support those who have an identified with low mental health and wellbeing scores.
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school.
- Pupil achievement in the broader aspect of PSHE is celebrated and shared.

As a whole school, achievements and behaviour are rewarded through our Star Award, Christian Values Award, Golden Tickets, Team Points, stickers and verbal praise. Postcards are also sent home by class teachers and SLT to identify individual success. These methods are used as an assessment for the pupil to understand and celebrate their own achievement.

Monitoring and Evaluation

Monitoring activities which we will carry out may include:

- Lesson observations.
- Regular review of the RSE and Health Education policy and PSHE programme.
- Pupil and staff interviews/questionnaires.
- Pupil/staff/parent surveys.
- Scrutinising staff planning.
- Samples of children's work.

Evaluation activities which we will carry out may include:

- Teacher and pupil evaluations.
- Evidence from lesson observations.
- Feedback and evaluation by pupils.

The Headteacher, Learning Mentor and other members of Senior Leadership Team monitor pastoral issues arising in the classroom and around school, identifying children in need of support and discuss these with class teachers and parents to put a plan in place, when appropriate.

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The role of parents/carers

The primary role in children's RSE and Health Education lies with parents and carers as they contribute to providing children with the care, love and support they need to grow and develop. At our school, we wish to build a positive and supporting relationship with the parents of children through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about our school's RSE and Health Education policy and practice.
- Answer any questions that parents may have about the RSE and Health Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

The role of the PSHE leader

- To write a PSHE, RSE and Health Education policy in consultation with other members of staff, governors and parents/carers.
- To advise staff and arranging and delivering in-service training relating to PSHE, RSE and Health Education curriculum.
- To ensure the adequate and appropriate provision of resources, that teachers are aware of where to access and how to use resources available.
- To keep up to date on changes and new initiatives of PSHE, RSE and Health Education, including local and national, and to attend relevant training.
- To advise the Headteacher of strengths and areas for development in the PSHE, RSE and Health Education curriculum and resources within the school.
- To monitor the PSHE, RSE and Health Education curriculum within school and to have a clear understanding of standards.
- To address any issues relating to pupil progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of evidence.

The role of staff

- To ensure that they are up to date with this PSHE, RSE and Health Education policy and curriculum requirements.
- To report back to PSHE Leader/Headteacher on any areas that they feel are not covered or inadequately provided for in the school's PSHE, RSE and Health Education provision.
- To attend and engage in professional development training around PSHE, RSE and Health Education provision, when appropriate.
- To encourage pupils to communicate concerns regarding their social, personal and emotional development and listen to their needs and support them seriously.
- To follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- To ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE, RSE and Health Education in school.
- To tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it.

The role of the Headteacher

- To ensure PSHE, RSE and Health Education is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- To ensure designated timetabled PSHE lessons and resources are made available to meet the aims and objectives of PSHE, RSE and Health Education within the school and statutory guidance.

The role of the Governing Body

- To ensure there is a current policy statement and curriculum for the teaching of PSHE, RSE and Health Education.
- To ensure PSHE, RSE and Health Education included in the basic curriculum
- To ensure sufficient time and resources are devoted to PSHE, RSE and Health Education to enable the school to meet its legal obligations and to deliver a quality and broader PSHE curriculum.

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Legislation

The RSE policy supports/complements the following policies:

- 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 (2019)
- Children and Social Work Act (2017)

Conclusion

At St George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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