

Mellor St Mary CE Primary School



*Believing, Learning &
Sharing Together*

PSHE Education – including Statutory Relationships and Health Education (RHE) Policy

You shall love your neighbour as yourself.

Matt 22v39

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Mellor St Mary Church of England School our PHSE / HRE Relationship Education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.



'I praise you, for I am fearfully and wonderfully made.' (Psalm 139:14)

This is Mellor St Mary CE Primary School's statutory Personal, Social, Health, Relationships Education Policy. We have combined both PSHE and HRE into one consistent policy and point of reference for the **Academic Year 2022**

	Staff	Governors	Pupils	Families
Consultation has taken place:	Date: 21.09.2022	Date: 18.10.2022 22.11.2022	Date: 08.11.2022	Date: 19.10.2022
Date formally approved by Governors:	Version 1 25.11.2019 Version 2 23.11.2020 Version 3 20.11.2021 Version 4 22.11.2022			
Date policy became effective:	01.09.2022		Review Date: 01.09.2023	
Person(s) responsible for implementation & monitoring:	Headteacher – J.Embley-Peers PSHE leads – J.Embley-Peers, S.Marshall, C.Blackburn PSHE Governor - J.Taylor Chair of Governors - P.Skupski			
Suggested policies to cross reference:	SMSC RE	Safeguarding	Online safety	PE and Health
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour
	Respecting All	Equalities	Visitor	Teaching and Learning
Signed:	Headteacher : J.Embley-Peers PSHE Governor : J.Taylor			

Intent of PSHE Education in school

Purpose:

This policy covers our school's approach to all non-statutory elements of PSHE Education and statutory guidance on Relationships and Health Education (RHE). It also includes our approach to Sex Education, which we include in our curriculum, despite it not being statutory.

It has been developed in consultation with Blackburn Diocese, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a senior member of staff gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents and any interested parties were invited to attend a meeting about the policy and then reviewed the policy electronically and sent feedback to school.
4. Pupil consultation – we investigated what exactly pupils want from their PSHE Relationship Education
5. Governor consultation – all governors were given the opportunity to look at the policy and make recommendations.
6. Ratification – once amendments were made, the policy was shared with governors and ratified at the termly full Governing Board meeting.

This policy will be reviewed annually using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Aims of Relationship Education

The aims of Relationship Education at Mellor St Mary CE Primary School are:

- To ensure Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for a sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.

- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- **To know how to ‘love your neighbour’ even when we might disagree.**

Statutory Requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on PSHE.

What values will underpin this policy?

Our whole school curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils. We promote our Christian values through our school mission statement and by focusing on the core values we hold dear: **Compassion, Courage, Kindness, Humility, Joy, Responsibility and Love.** We believe that **‘For With God Everything Shall Be Possible’ (Luke 1:37), meaning that we make choices regarding our conduct by reflecting on how we live in a way that pleases God.**

As stated in our Vision: Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. We also focus on children understanding how to stay healthy and safe across all aspects of life.

Through quality and supportive PSHE teaching we encourage all our children to talk to their parents and carers about issues they may have regarding their personal, social, emotional, health and relationship development. School is able to facilitate these discussions if and when needed.

We believe that parents welcome a partnership between home and school which supports their children’s personal and social development and helps to deal with issues of increasing complexity such as those related to mental health and staying safe, both online and offline. By sharing learning overviews with families on a termly basis, which include PSHE themes, all children have the opportunity to ask questions both in school and at home. Additional content is provided through our remote learning platform. This is to ensure that all families can support PSHE learning regardless of their home circumstances. Additional support is also sought from outside agencies to enrich learning opportunities for our children in health and sex education. However, outside agencies do not replace class teachers and school staff in the delivery of this curriculum, through our over-arching responsibility for all aspects of care for our children.

Our goal is to prepare pupils for the experiences, opportunities and challenges of everyday life now and in the future by ensuring they live out the Christian message of ‘love they neighbour’. All our work is linked to the 5 fundamental British Values and Blackburn Diocese RE syllabus. Through School Council and Pupil Parliament children also learn about their rights through UNICEF’S Rights

Respecting of the Child charter which in turn helps them to understand what it means to be a 'global citizen' in the world today.

Our PSHE curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint. We follow the Question-based Model Programme Planner from the PSHE Association, which gives equal weighting to the three key areas of focus for PSHE: Health and Wellbeing, Relationships and Living in the Wider World. Children's developing sense of how economic aspects affect everyday life are covered in the topics within Living in the Wider World.

The PSHE curriculum has been designed to ensure each, and every, child develops the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community by offering a a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning, thus equipping each of our children to live life in all of its fullness.

A key feature of effective PSHE Education is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by promoting and signposting to safeguarding charities such as NSPCC, Barnardo's and Child Line both in school on pupil notice boards and online through the school website. We support the work of local, national and international charities such as The Trussell Trust Food Bank, Children in Need, Save the Children and Christian Aid to ensure all children in school and within our local community have access to appropriate provision and support when needed. This can be seen to complement our focus on teaching children about economic wellbeing, which is an important strand in our over-arching PSHE curriculum.

DfE statutory guidance states that from September 2020, all Primary Schools must deliver Physical Health and Wellbeing Education (Health Education)

KS 1 & 2 Eight Topics:

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*

- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

Definitions of Health and Relationship Education

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships and the reproductive process in humans which may include conception and contraception. Sex Education supports children and their parents in a growing understanding of themselves in order that they should feel comfortable with their own identity and secure in their relationships. It is a developmental process which includes the presentation of factual knowledge and the exploration of attitudes set within family values of a Christian based school.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

As a school we will teach sex education as stated in the statutory requirements for Science. This element is statutory therefore parents do not have the right to withdraw their child from these lessons.

Parents do have the right to request that their child be withdrawn from sex education delivered beyond the statutory science curriculum requirement which is being delivered as part of PSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action. This may include contacting the school nurse for further advice and support for parents to deliver sex education at home.

Parents cannot withdraw their child from any part of 'Relationships' teaching as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Alternative work will be given to pupils who are withdrawn from Sex Education.

How will ensure continuity of PSHE throughout school?

Building on from the foundations laid in Early Years (PSED) which support the fundamental development of: learning to get on with others and making friends, understanding and talking about feelings, learning about 'right' and 'wrong', developing independence and ultimately feeling good about themselves.

We recognise that a child's early PSED understanding has a huge impact on their later well-being, learning achievement and economic success and as a result our PSHE curriculum is sequenced within and between KS1 and KS2 following the same progressive themes.

We are committed to ensuring our children will experience individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom in-line with our whole school vision that we should live in a way that pleases God.

As a small mixed-age school, we respond to the needs of our learners and their interests by ensuring we focus on children's personal improvement and development through the acquisition of new skills and mastering new situations, learning experiences and raising awareness from the local area to national and global arenas. We have a responsibility to our children to give them an understanding that economic well-being is a vital part of justice in the wider world.

What are our intended outcomes?

The learning outcomes of our curriculum are that pupils will grow into outward looking pupils who are able to engage in their own learning and have an understanding of their place in the wider world. Through quality teaching of PSHE across the curriculum, all children will:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

We ensure our curriculum builds on prior learning by using age and stage appropriate programme builders from the PSHE Association supplemented with online programmes from 1 Decision and Coram Education, which are PSHE accredited learning programmes.

The curriculum also prepares children for transition times. This includes moving from nursery to Reception, Infants to Juniors and from Juniors to High school. We plan for each transition with the children and listen to their concerns, worries and fears which are then used as areas to explore in order to develop personal confidence, resilience and independence so that they can celebrate each move rather than fear it. Additional visits and time spent with their new teacher or setting are carefully planned along with virtual and real visits to their new school if transitioning at the end of Year 6. We work with all our educational partners, whether they are nursery or high school to formulate a purposeful transition programme which supports all pupils regardless of their age, gender or needs.

While promoting the values above and meeting statutory requirements, we ensure that pupils are offered a balanced curriculum designed to meet their needs by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community e.g. Health

Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

Creating a safe and supportive learning environment

We create a safe and supportive learning environment by ensuring that all children always feel comfortable in school. All staff have a responsibility to support children's physical and mental health – particularly during adverse times in their lives. We have an open door policy - lead by the Headteacher - which gives all children and their families the opportunity to speak to an appropriate adult as and when needed. PSHE discussions often start each day but are also spontaneous, reflecting the need of individuals through the day or week.

Our Confidentiality Policy is shared electronically through our school website to parents and explained verbally to children in an age appropriate manner. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named designated safeguard lead, who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process, whether what has been divulged is a formal Safeguarding issue or not.

We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by the DSL or Designated Teacher in school. We also:

- *Seek to provide a safe, secure learning environment for PSHE Education that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults.*
- *Seek to ensure all members of staff are role models for positive interpersonal relationships through regular training and safeguarding updates.*
- *Group agreements/Class charters (ground rules) are established with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach in each class and across school.*
- *Use distancing techniques to remove the risk of sharing personal information through such techniques as role play, acting out scenarios and moral dilemmas.*

Good Practice includes:

Creating a climate that encourages pupils to express their views and feelings and to respect the views of others. Effective circle time strategies will help to generate this climate, establish ground rules, use distancing techniques and encourage reflection.

Teaching methods include a good use of resources that provide many opportunities for pupils to question, reflect on and assimilate their learning and thereby support our PSHE curriculum.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around Relationship and Health Education issues may be varied. However, while personal views are respected, all RHE 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 that others have the right to a different opinion.

Both formal and informal questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguard Lead if they are concerned.

Our school believes that PSHE and Relationship and Health Education should meet the needs of all pupils, answer appropriate questions, and offer support. In all PSHE and RHE lessons this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Therefore, we will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:

- The question will be answered in class and can be followed up in the next lesson or may be answered on a 1-1 basis with the child in question by the teacher.
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
- There needs to be a safeguarding response.

Curriculum Delivery

Timetabling PSHE Education

We allocate curriculum time to PSHE Education.

Our PSHE Education takes place weekly as a discrete lesson. In KS1 this is done in mixed age classes, whilst in KS2 it takes place as separate year group sessions. This to ensure that children in the lower to upper junior mixed classes are accessing age appropriate materials as part of the spiral curriculum offer.

Our PSHE Education provision is closely mapped to the overall curriculum map for each term and is and planned effectively so that children are taught holistically about a theme rather than as a random or ad hoc addition to their wider curriculum learning.

Our PSHE Education provision is further enriched by annual visits from Coram’s Life Education Bus and teachers, NSPCC assemblies and specialist visits from associations supporting puberty teaching such as The Betty Bus, an organisation which delivers sessions on physical changes during puberty. Sex education sessions are also taught by specialist teachers from Coram education in Year 6, but this does not replace the role of class teachers in delivering this aspect through their ongoing nurture and care of our children.

The curriculum overview for our school in relation to PSHE shows which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RHE content. Relationship Education in general will not be taught as a discrete lesson, but interlinked to the termly themes covered in each key stage. However, there may be times when a discrete lesson around a particular area is needed. All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Activities relating to the Life Education Van from Coram Education

Year Group	Content	How it is taught	Member of staff responsible
<i>Foundation Stage</i>	<i>Sharing and taking turns etc All about me</i>	<i>Continuous provision activities etc Topic led – linked to PSHE Life education visit</i>	<i>Class teacher Teaching Assistant Coram teacher</i>

Year 1	<i>My wonderful body</i>	<i>Topic led – linked to science, PE Life education visit</i>	<i>Class teacher Teaching Assistants Coram teacher</i>
Year 2	<i>Feelings</i>	<i>Topic led – linked to PSHE and RE Life education visit</i>	<i>Class teacher Teaching Assistants Coram teacher</i>
Year 3	<i>Meet the brain</i>	<i>Topic led- linked to science, PE Life education visit</i>	<i>Class teacher Teaching Assistants Coram teacher</i>
Year 4	<i>It's great to be me</i>	<i>Topic led – linked to science Life education visit</i>	<i>Class teacher Teaching Assistants Coram teacher</i>
Year 5	<i>Friends</i>	<i>Topic led – linked to PSHE, RE Life education visit Linked to science and discrete lesson: Our changing adolescent bodies</i>	<i>Class teacher Teaching Assistants Coram teacher</i>
Year 6	<i>Decisions</i>	<i>Linked to science, PSHE, RE Life education visit our changing adolescent bodies Discrete lesson: Puberty</i>	<i>Class teacher Teaching Assistants Coram teacher</i>

How will we ensure that our obligations are fulfilled regarding Inclusion, Equality and Diversity?

SEND and Inclusion

Inclusivity is part of our school vision and philosophy – ‘We are all fearfully and wonderfully made’. Psalm 139:14, meaning that each and every individual is valued and loved by God.. All staff in school who lead on PSHE and RHE are expected to tailor each theme to meet the needs of individual children in their classes.

We identify pupils’ different starting points through baseline assessment activities at the beginning of units of work in our PSHE curriculum through carefully planned activities, which include mind maps, KWL grids, questionnaires, multiple choice questions and quizzes alongside individual discussions and comments. We also respect pupils’ unique starting points by providing learning that is age and developmentally appropriate. As with all quality first teaching approaches, we ensure that pupils with special educational needs receive access to PSHE / RHE through the use of a range of visual, audio and kinaesthetic learning techniques and activities which allow them to access learning in an appropriate manner. Further differentiation for more able children is provided through targeted challenges, whilst those with more specialist needs are supported using resources including IT and adult support when needed. The PSHE Association has published a Framework for Pupils with SEND, which applies to children who find it very difficult to engage, participate and communicate within whole class/group activities and discussions, so that their needs can be met

individually and their progress can be recorded. *More able children are encouraged to consider the issues raised from a range of viewpoints, to build up understanding and empathy with those who may approach the topics covered from a very different perspective to their own, for example, where cultural differences may be evident.*

All teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (RHE) curriculum from EYFS to Year 6.

Teachers receive training in recognising Adverse Childhood Experiences and tackle issues sensitively where children in their class may have been exposed to these.

Equality Act 2010

The Equality Act states that:

*“The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included. Excluding the content of the curriculum ensures that **schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.** But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.”*

(sections 28 29, guidance to schools).

The public sector equality duty was created under the Equality Act and 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.

Therefore it would be discriminatory not to include any of the protected characteristics including gender identity or gender reassignment within the PSHE and RHE curriculum. It is essential that pupils explore a range of family models and relationships and that this is normalised. Schools have the freedom to choose the resources they use to teach the equality duty and can choose to include faith perspectives alongside essential information about the law, legal rights and medical facts.

We constantly refer to the Equality Act (2010) advice to schools and link our Christian School Values to the 5 fundamental British Values. We believe it is important to teach pupils about the law of this country and to respect people who are different to them. This forms a major part of learning and helps pupils to celebrate being a unique individual and develop a sense of self.

The protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership

- Pregnancy & Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Gender Identity

By ‘Valuing All God’s Children’ (VAGC) and through the use of PHSE Association resources, our school acknowledges sex, gender identity, gender expression and sexual orientation. Using an inclusive approach, challenging stereotypes, and encouraging children to be themselves, we aim to ensure every child is able to express their gender in the way they choose, in a safe way without fear of bullying.

There are a range of discussions taking place surrounding the increase in the number of young people who are accessing support around their gender. We acknowledge the range of these discussions, and the uncertainty that can result. We recognise that we don’t know all the answers ourselves, and we will remain sensitive, curious and interested in all perspectives.

We will continue to observe the law and our faith, to place children’s physical, mental and sexual health needs and rights at the centre. As experts within the primary school years, we know that children are growing and changing all the time, and that, in expressing themselves and who they are, they should be able to rely on trusted adults who can help them make safe and healthy choices so they know they are all valued by God.

Other aspects of school life that contribute to PSHE Education include:

Throughout their time with us in school, all children will have the opportunity to take on additional responsibilities which include School Council, Pupil Parliament, Eco School leaders, Faith Group leaders, EYFS Buddies, lead class assemblies and charity projects as well as take an active role in church activities throughout the course Education of the year.

All children will also have the opportunity to participate in musical and drama productions, represent school in the sporting arena, access a variety of enrichment clubs and be part of different house teams, experience day and residential visits, all of which directly link to the fundamental principles of our PSHE / RHE curriculum - developing their own confidence and self worth.

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation. The key governor for PSHE maintains an overview of the delivery and impact of PSHE in school.

The headteacher is responsible for ensuring that PSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Planning lessons using the PSHE Association spiral curriculum Question-based Model.
- Assessing children's understanding and progress throughout units of work
- Reporting to parents in Parents' Evenings and annual written reports
- Teaching in line with the Church of England foundation of the school.
- Delivering all aspects of PSHE education with sensitivity.
- Modelling positive attitudes to all aspects of PSHE education.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The PSHE leads in school are:

Mrs Embley-Peers (Headteacher and PSHE lead 1 relationship education) Including responsibility for parental and pupil voice in the school community

Mrs Marshall (PSHE lead and PSHE lead 2 for curriculum development) Responsible for monitoring, reporting, policy review, working with link governor.

Mr Blackburn (PE lead and PSHE lead 3 for Physical health and wellbeing education)

Pupils

Pupils are expected to engage fully in all aspects of PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Pupil interviews are an important part of monitoring PSHE throughout school. Pupils are consulted about aspects of PSHE which they feel are relevant and need to be included within the school provision for PSHE, such as awareness of those affected by homelessness and poverty.

Training

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided through providers such as SCARF/CORAM learning.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

The headteacher may invite visitors, such as school nurse or sexual health professionals, to assist with the delivery of PSHE / RHE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school. This involvement by outside agencies has a positive impact on children's learning and provides specific resources which children directly benefit

from. As stated previously, outside agencies in no way replace the ongoing role of teachers and school staff to support children in these areas of their development.

Monitoring arrangements and how we will measure impact of PSHE education in school.

PSHE education cannot be assessed in the same way as most other subjects. It would be inappropriate for assessment in PSHE education to imply passing or failing for instance, as this might imply passing or failing ‘as a person’, given the subject’s personal nature. It is however, possible to recognise and evidence progress and attainment in PSHE education knowledge, understanding, skills and attributes. Therefore, we assess pupils’ learning through oral, written and pictorial responses to set tasks in each theme of learning in the PSHE curriculum. Children are continually assessed through assessment for learning techniques which allow staff to continually monitor and modify the learning intentions to suit individual and cohort needs. All staff establish a baseline and an endpoint to show individual progress within each theme (listed below) and ultimately within each stage of learning.

This is then evidenced by pupil books, class books, floor books, photographs and monitored through a combination of:

- Termly pupil voice conversations
- Lesson observations
- Work scrutinies
- Learning walks
- Questionnaire feedback from pupil, parents and staff
- Cluster moderation

The content of our PSHE curriculum will be reviewed by staff and pupils on an annual basis as part of the wider curriculum review. This is to ensure that the content remains relevant to the needs of all pupils in school and any new content can be added as and when needed.

All updates and amendments will be shared with all stakeholders online through the school website. The PSHE subject leaders will ensure that regular consultation and feedback comments are shared with the PSHE Governor and parents through the annual consultation process.

Relationship, Health and Sex Education

Through the PSHE Association Question-Based Programme Builder, children will be introduced to core RHE lesson content with specific reference to puberty, conception and related issues from Year 4 onwards. The grid below shows specific Health Education learning intentions for each year group and how it links to the PSHE curriculum.

Year Group	Theme	Learning Intentions ‘Pupils will be able to...’
EYFS	Families and people who care for me	Identify and respect the differences and similarities between people Recognised that families come in all different ways and that

		people can get married.
1	Physical Health and Fitness	identify the parts of the body and use the correct names for these: penis, testicles, vagina
	Being safe	respect my body and understand which parts are private
2	Families and people who care for me	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina)
	Being safe	appreciate that some parts of my body are private
	Mental Wellbeing	tell you what I like/don't like about being me
3	Families and people who care for me	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Physical Health and Fitness	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Being Safe	understand and identify that bodies need to change so that when they grow up their bodies can make babies identify how bodies change on the outside during this growing up process
	Mental Wellbeing	recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Physical Health and Fitness	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Changing Adolescent body	describe how a body changes in order for to be able to have babies when an adult, and that menstruation (having periods) is a natural part of this process
	Mental Wellbeing	know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Physical Health and Fitness	explain how a body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Mental Wellbeing	describe how bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Changing Adolescent body	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in

		these ways
6	Mental Wellbeing	explain how bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Changing Adolescent body	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Physical Health and Fitness	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Respectful relationships	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Documents used to support the full PSHE policy

- Advice to Schools and Governors on Policies for Relationship Education in C.E. and Methodist Primary Schools Blackburn Diocesan Board of Education (Sept 2019)
- Valuing all God’s Children (2nd Edition)
- DfE Statutory Guidance on Relationships Education, Relationships and Sex Education and Health Education (2019),
- Children and Social Work Act (2017), Equality Act (2010),
- Keeping Children Safe in Education (2022)
- PSHE Association documents – Programme of Study (2020),
- PSHE Programme Builders (2020)
- Handling Complex Issues safely in the PSHE Education classroom
- A Guide to Assessment in Primary PSHE Education including “I can” statements (2021)
- Sex Education Forum – Curriculum Design Tool.
- Coram Life Education (SCARF)(2019)
- Betty Bus (Puberty) information for schools

Policy updated by S. Marshall
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