

**DRAFT**

**Primary PSHEE (Including Statutory HRE and Non Statutory RSE) Education Policy**

**School: Caton St Pauls's**

<b>Consultation has taken place</b>	<b>The school workforce</b>	<b>Governors</b>	<b>Children and Young people</b>	<b>Families</b>
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<b>Date:</b>				
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<b>Date formally approved by Governors:</b>	
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<b>Date policy became effective:</b>		<b>Review Date:</b>
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<b>Person(s) responsible for implementing and monitoring</b>	<b>Miss S Sanderson, Mrs E. Pollitt</b>
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<b>Links to other relevant policies</b>	<b>SMSC</b>	<b>Safeguarding</b>	<b>SEND inclusion</b>	<b>Equalities</b>
	<b>Confidentiality</b>	<b>Anti-bullying</b>	<b>Behaviour</b>	<b>Food and Drink</b>
	<b>Visitor</b>	<b>E-safety</b>		

<b>Purpose</b>  This policy covers our school's approach to statutory guidance on Relationship Education, Health Education (HRE) and all non-statutory elements of Personal,
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Social, Health, Economic Education (PSHEE) and Relationship Sex Education (RSE).

It was produced by a working party consisting of the Headteacher, PSHEE subject leader and through consultation with staff, pupils, parents and governors.

Parents and carers will be given access to this Policy on request.

This Policy will be made available to staff on the school network.

This Policy is the responsibility of the governing body and has been developed by the PSHEE subject leader with the support of other teachers and reviewed by governors.

### **Overall school aims and objectives**

Caton Sr Paul's Church of England School is committed to support every pupil in reaching their full potential.

Each child's progression through the school will prepare them for life, built on Christian Values, to become happy, healthy, responsible and confident individuals.

### **The school's overarching aims and objectives for our pupils are to**

- Ensure that the policy is founded in Christian Values and that Christian values permeate the delivery of our PSHEE program.
- Clarify what schools are required to do by law.
- Give guidance on some of the issues involved in delivering a PSHEE curriculum.
- Identify the importance of delivering the PSHEE curriculum.
- Emphasise the importance of working in partnership with parents and the wider community.
- Address some of the issues for schools concerning confidentiality.
- Enable staff to work effectively with young people on all personal relationship and health issues.

### **Rationale – why are we teaching this?**

#### **Background**

Effective PSHEE ensures that pupils can grow, learn, and develop positive, healthy behaviours for life. It is essential for the following reasons:

- Schools must follow Department for Education statutory requirements for curriculum and endeavour to implement key recommendations and guidance.
- Children and young people have a right to a good quality education, as set out in the United Nations Convention on the Rights of a Child.
- Good practice dictates that children and young people need to be prepared for the physical and emotional changes they undergo at puberty.
- PSHEE plays a crucial role in meeting schools' safeguarding obligations.

### **School Context**

This document defines PSHEE as learning about physical, moral and emotional development.

It includes:

- Understanding the importance of family life
- Valuing stable and loving relationships based in the Christian Values of respect, love and care
- Teaching of personal physical development
- Living in the wider world in relation to British Values, Rule of Law, democracy, career development and financial literacy, social responsibility and internet safety.

The school uses PSHEE to inform children about age appropriate relationship issues, alongside matters of morality and personal responsibility, encouraging pupils to ask and explore moral questions.

Through PSHEE, pupils are supported in making informed life choices confidently and in furthering their respect for themselves and others as they move through life.

PSHEE will not be used as a means of promoting any form of relationship or sexual orientation.

### **The School Approach to PSHEE:**

- The school's Christian Values underpin pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- Appropriate cross curricular links in Science, PE and Computing.
- Preparation of our pupils to engage confidently with the challenges of adult life.
- To enable pupils to make safe choices.
- PSHEE supports pupils in learning to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

### **Values promoted through PSHEE**

The PSHEE program embraces the following values

- The 12 Core Christian Values adopted by the school
- 6 SEAL themes on an annual basis
- British Values as part of the PSHEE curriculum

### **How will we ensure the curriculum is balanced?**

The approach and values listed above will be benchmarked against any relevant local data available to ensure that the curriculum meets the current needs of the pupils (E.g. Health Needs questionnaire results and other statistics obtained through liaison with other local health care professionals).

### **Creating a safe and supportive learning environment**

- The schools seeks to provide a safe, secure learning environment for PSHEE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
- The school expects members of staff to be role models for positive interpersonal relationships.

### **SEND, inclusion, equality and diversity**

The school recognises the importance of ensuring that all children in our school receive their entitlement to PSHEE regardless of their ability or background. All children will have the opportunity to experience a program of PSHEE at a level which is appropriate for their age and physical development with differentiated provision when required.

There will be careful consideration of pupils' individual special educational needs or disabilities, gender, sexual orientation, age, nationality, religion, cultural and linguistic background when planning and delivering PSHEE.

Every pupil is cherished as a child of God and the schools' Christian Values seeks to promote respect and understanding in addressing different views and beliefs.

In order to ensure the PSHEE curriculum meets the needs of all, the schools' approach will:

- Be understanding of different lifestyles
- Accept and celebrate difference
- Encourage respect and challenge ant abuse and exploitation

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of the whole of the PSHEE curriculum.

### **Specific aims and objectives**

The school's programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional, mental, social, spiritual and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

#### **Objectives: To**

- Help and support our pupils through physical, emotional, mental, social, spiritual and moral development at all ages.
- Provide pupils with accurate information and help them develop the skills to understand difference and respect for themselves and others from Reception to Year Six.
- Promote Christian Values and the spiritual, moral, cultural, mental and physical development of our pupils.
- Teach pupils the age appropriate facts about human sexuality, encouraging them to mature and respect themselves.
- Develop pupils' understanding and experience of meaningful relationships, love, care and the responsibilities of parenthood.

### **What are our intended outcomes?**

The learning outcomes of our programme will be that pupils will:

- Be able to make responsible and well-informed decisions about their lives.

- Develop confidence in talking, listening and thinking about feelings and relationships with pupils.
- Be prepared for the opportunities, responsibilities and experiences of adult life.
- Be informed about puberty before they experience the on-set of physical change.
- Have on-going emotional and physical development that is supported through their transition year before moving to a secondary school through an open question session in Year Six.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be provided with the skills to avoid being pressured into risk taking behaviours.
- Be made aware of the dangers of online activities.

### **Timetabling PSHEE**

- PSHEE is taught through different aspects of the curriculum.
- Some is taught through other subject areas (for example, Science, PE, Computing), where appropriate.
- Links with RE and Christian Values are crucial in developing meaningful relationships and in supporting pupils to make good life choices.
- Since PSHEE 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 the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Who will be responsible for teaching the programme?**

The programme will be led by the Headteacher and PSHEE coordinator. It will be taught by class teachers, teaching assistants and, if appropriate, outside visitors.

The school will support members of staff delivering PSHEE through effective CPD where appropriate.

Personal attitudes and beliefs of teachers will not influence their delivery of the PSHEE curriculum.

### **The use of visitors to the classroom**

Please refer to the school's visitor policy.

"Visitors should complement but never substitute or replace planned provision. It is the PSHEE coordinator's and teachers responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DFEE 0116?2000 P29 6.22

### **Key principles and teaching methodology**

- PSHEE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.
- The teaching methods used are suited to the ages and abilities of the pupils taught and allow for opportunities to discuss issues on a one to one or group basis.
- Distancing Techniques: In order to protect children's privacy, staff will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, the use of anonymous question boxes, fiction, puppets, case studies, role play and videos to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment.
- The highest level of professionalism is required when teaching PSHEE. This ensures that teachers' conduct is appropriate and above blame. Personal experiences are not appropriate when teaching PSHEE. Staff should consult with the Headteacher should they have any queries regarding their lesson content or approaches they wish to employ.

### **Topics covered and (broadly) when.**

Our PSHE programme takes a thematic approach, covering three core themes: Health and Wellbeing; Relationships; and Living in the Wider World, over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. We will predominately be using the PSHE Association, 1Decision and Lovewise resources.

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHEE and RE work, they develop skills to form friendships and think about relationships with others. They also learn about personal safety, including online safety.

Relationships			Living in the Wider World.			Health and Wellbeing.		
<u>Families and Friendships</u>	<u>Safe Relationships</u>	<u>Respecting Ourselves and Others</u>	<u>Belonging to a Community</u>	<u>Media Literacy and Digital Resilience</u>	<u>Money and Work</u>	<u>Physical Health and Mental wellbeing</u>	<u>Growing and Changing</u>	<u>Keeping Safe</u>

### Year1

Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise; hygiene routines; sun safety.	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
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### Year 2

Making friends; feeling lonely and getting help	Managing secrets; resising pressure and getting help; recognising hurtful behaviour.	Recognising things in common and differences; playing and working cooperatively;	Belonging to a group; roles and responsibilities; being the same and different in the community.	The internet in everyday life; online content and information.	What is money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older; naming Body parts; moving class or Year.	Safety in different environments; risk and safety at home; emergencies.
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### Key Stage 2

### Year 3

What makes a family; features of family life.	Personal boundaries; safely responding to	Recognising respectful behaviour; the	The value of rules and laws; rights, freedoms	How the internet is used; assessing	Different jobs and skills; job stereotypes; setting	Health choices and habits; what	Personal strengths and achievements;	Risks and hazards; safety in the local environment
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	others; the impact of hurtful behaviour.	importance of self-respect; courtesy and being polite.	and responsibilities.	information online.	personal goals.	affects feelings; expressing feelings.	managing and reframing setbacks.	new and unfamiliar places.
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#### Year 4

Positive friendships, including online.	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Respecting differences and similarities; discussing differences sensitively.	What makes a community; shared responsibilities.	How data is shared and used.	Making decisions about money; using and keeping money safe.	Matching a balanced lifestyle; oral hygiene and dental care.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life.
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#### Year 5

Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Healthy sleep habits; sun safety, medicines, vaccinations, immunisations, and allergies.	Personal identity; recognising individuality and different qualities; mental wellbeing.	Keeping safe in different situations; including responding in emergencies, first aid and FGM
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#### Year 6

Attraction to others; romantic relationships; civil partnership and marriage.	Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.
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#### **Beyond the Statutory.**

The non statutory elements of the PSHEE curriculum at KS2 refer to Relationship Sex Education (RSE). This is at present in the process of

consultation within a working party of Headteacher, lead teacher of PSHE, governors and parents. It is likely to focus on the areas of Human Reproduction and Conception, centered around the menstrual cycle.

### **How will we assess this learning?**

#### **We will assess pupils' learning through:**

- Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for PSHEE.
- The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, questionnaires to teachers and children and feedback from parents.
- The effectiveness of the PSHEE programme will be evaluated by assessing children's learning and implementing change if required.

### **Pupil consultation**

The school will involve children in the evaluation and development of their PSHEE in ways appropriate to their age.

The school will engage the children in assessment activities to establish their developmental needs.

The school will encourage children to ask questions as they arise by providing anonymous question boxes.

The school will ask children to reflect on their learning and set goals for future learning.

The school will consult children (e.g. through School Council about their perception of the strengths of our PSHEE programme and the areas to be further developed.

### **Pupils' Questions**

- We acknowledge that sensitive and potentially difficult questions will arise in PSHEE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated schools aims and scope of the curriculum content for PSHEE.
- 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 who can discuss the matter with the parent or follow other appropriate procedures.

- So that they can ask questions anonymously, all Key Stage 2 classes will have a PSHEE Question Box in their classroom.
- Any questions raising a safeguarding concern, or any disclosure must be referred immediately to the designated senior person for safeguarding.

### **Confidentiality**

- The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.
- Teachers conduct PSHEE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the designated senior person for safeguarding.

### **Parental Involvement**

The school is committed to working with parents and carers.

- The school is well aware that the primary role in children's sex education lies with parents and carers. The school wishes to build a positive and supportive relationship with parents of children through mutual understanding, trust and co-operation.

This is achieved by:

- Informing parents about the school's PSHEE policy and practice and providing opportunities for parents to view the videos and resources being used.
- Answering any questions that parents may have about the sex education of their child.
- Taking seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHEE in the school.
- Parents have the right to withdraw their child from the non statutory relationship sex education elements of the programme only. If a parent wishes their child to be withdrawn from the relationship sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard.

**Withdrawal from Relationship Sex Education lessons**

If a parent requests that their child be removed from RSE lessons, the school will provide support by providing alternative work which will be supervised by a member of staff.

**Safeguarding**

All staff are aware of the Safeguarding and Child Protection procedures and will report any disclosure to the designated person for Child Protection immediately.

**Review**

The next review date is July 2020

**Date: 02.04.2020**

**Signed: Sarah Sanderson and Emma Pollitt**

The Department for Education states that all schools make provision for PSHEE, drawing on good practice. Schools are free to develop their own PSHEE programmes to reflect the needs of their pupils. Any school that provides PSHEE has a statutory duty to have 'due regard' to the Secretary of State's Sex and Relationship Education Guidance (DFEE, 2000). Schools must maintain a statutory obligation under the Children's Act (2004) to promote their pupils' well being, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive PSHEE programme can have a positive impact on pupils' health and well being and their ability to achieve and can play a crucial part in meeting these obligations.

Acronyms explained

RSE Relationship Sex Education

PSHEE Personal Social Health Economic Education

SEAL Social Emotional Aspects of Learning

SMSC Spiritual Moral Social Cultural

SEND Special Educational Needs and Disabilities

CPD Continuing Professional Development

