

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

School: Caton St Paul's

Consultation has taken place	The school workforce	Governors	Children and Young people	Families
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Date:	17.11.20	19.11.20		July 2020
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Date formally approved by Governors:	TBC: approved by Governor working party on 19.11.20
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Date policy became effective:	January 2021	Review Date: January 2022
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Person(s) responsible for implementing and monitoring	Mr Ian Gittins, Mrs E. Pollitt, SEC Governing committee
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Links to other relevant policies	SMSC	Safeguarding	SEND inclusion	Equalities
	Confidentiality	Anti-bullying	Behaviour	
	Visitor	E-safety		

Purpose	<p>This policy covers our school's approach to statutory guidance on Relationship Education, Health Education (HRE) and all non-statutory elements of Personal, Social, Health, Economic Education (PSHEE) and Relationship Sex Education (RSE).</p> <p>It was produced by a working party consisting of the Headteacher, PSHEE subject leader and through consultation with staff, pupils, parents and governors.</p> <p>Parents and carers will be given access to this Policy.</p> <p>This Policy will be made available to staff on the school network.</p> <p>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.</p>
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Overall school aims and objectives

Caton St Paul's Church of England School is committed to support every pupil in reaching their full potential: 'Belonging, believing and learning together.'

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 endeavor 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.

St Paul's school is a church school and therefore Christian values and the teaching of God and what He says in the bible, underpins the PSHEE curriculum. This is reflected in the bible verses that are attributed to each term's theme: Autumn - Jesus said: "love your neighbour as yourself" (Mark 12:31), Spring – Do your work and be happy as if you were serving God (Colossians 3:23). Summer – I praise you God for I am fearfully and wonderfully made (Psalm 139:14).

In addition St Paul's School is located in a rural, village setting that also has a number of water features including, the River Lune, Lancaster Canal, four Becks and Morecambe Bay. These idiosyncratic elements have a direct impact upon the children attending the school and specifically in relation to limited exposure to different ethnicities, cultures and faiths, limited experience of city/town life, water safety, and commuting on private/public transport. In addition to this Covid 19 has inevitably had an impact on the mental and physical on the health and well being of the children. These unique characteristics will be taken into consideration in the teaching of PSHEE.

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, RE 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:
Thankfulness, Courage, Trust, Forgiveness, Perseverance, Friendship, Justice, Respect, Service, Generosity, Truthfulness, Compassion. (More information on these can be viewed on the school website <https://catonstpauls.com/christian-values/>)

- British Values as part of the PSHEE curriculum: Democracy, Rule of Law, Respect, Tolerance and Individual Liberty.

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 (Eg Health Needs questionnaire results and other statistics obtained through liaison with other local health care professionals).

Creating a safe and supportive learning environment

- The school 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 school's 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 any 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, RE, 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 teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DFEE 0116?2000 P29 6.22 Any visitor coming into school will be required to read, agree and comply, with this policy.

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 practise their decision-making skills in a safe learning environment.
- Each class with the teacher, writes their own 'pupil agreement' that ensures a safe teaching and learning environment. The pupil agreement centres around the themes of listening to each other, using correct vocabulary, being non-judgemental.
- 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: Relationships and Living in the Wider World, and Health and Wellbeing 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, Lovewise and Goodness and Mercy 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.

PSHE 2 Year Rolling Programme

	Ruby Class	Topaz Class	Emerald Class	Sapphire Class	Amethyst Class
Cycle A 2020-21	Year 1 content	Year 3 content	Year 4 content	Year 4 content	Year 6 content
Cycle B 2021-22	Year 2 content	Year 2 content	Year 3 content	Year 5 content	Year 5/6 content

Diamond Class will follow Early Years Foundation Stage and Year 1 content and skills – differentiation through curriculum plans and needs/development stage of children.

Points to note:

- ★ By the end of each Key Stage, it will be ensured that all pupils will have covered the statutory content for Relationships and Health and Wellbeing, regardless of which class they are in. Class teachers will monitor this, overseen by Subject Leader.
- ★ In the event of a pupil being in the same class for two years, careful consideration will be given to ensure repetition of content does not occur.
- ★ Assessment will be in the form of baseline and end of unit assessments.
- ★ Each class will have a Floorbook to collate evidence of work undertaken and will create a 'Pupil Agreement' to be displayed in their learning journal.
- ★ Each pupil will have a folder for their individual work and a Learning Journal that they will follow them throughout their school journey.
- ★ Cross curricular links are written in *italics* and pertain to Science or Computing. Teachers will liaise with each other to ensure there is no unnecessary repetition.
- ★ At times during a Key Stage pupils will be taught content in age-appropriate year groups. This is indicated on the plans with the colour **turquoise**. The Year 2 unit (in the Summer term) on Growing and Changing includes naming body parts including penis and vagina, using the correct biological labels. This follows the PSHE Association guidelines and is an important element in the safeguarding of children. Puberty is taught to Year 4 children at the end of the Summer term. This is at the recommendation of the PSHE Association and is based on evidence that children are experiencing the onset of puberty earlier due to increased BMI. At St Paul's we want

to teach and educate the children about puberty at this stage so that they fully understand what is happening to both genders.

- ★ In Cycle A the Year 2 unit on Growing and Changing, will need to be taught to year 2 pupils regardless of the rolling programme and which class they are in (Ruby or Topaz).
- ★ In Emerald and Sapphire at times there will be differentiated groups: Year 4 to ensure that pupils have covered the statutory content.
- ★ In Amethyst Class at times there will be differentiated groups: Year 5 to ensure that pupils have covered all the statutory content. Year 6 to cover Transition units of work and Relationship Sex Education Units.
- ★ Content in purple type denotes non statutory RSE content.

<p><u>Autumn</u> Relationships Jesua said: “love your neighbour as yourself” (Mark 12:31)</p>	<p><u>Spring</u> Living in the Wider World Do your work and be happy as if you were serving God (Colossians 3: 23)</p>	<p><u>Summer</u> Health and Well Being I praise you God for I am fearfully and wonderfully made (Psalm 139:14)</p>
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<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>
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Year1

We are loved and welcomed into the family of God; roles of different people; families; feeling cared for.	Created by God; looking after our wonderful selves; recognising privacy; staying safe; seeking permission.	What the bible says about respectful relationships. How behaviour affects others; being polite and respectful.	What rules are; caring for others' needs; looking after the environment and God's creation.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Christians and other religious people, believe that human bodies have been made by God; give thanks to God for nature, <i>exercise and food; keeping healthy; food, exercise; healthy routines; sun safety;</i>	Intended and created by God; Jesus' feelings; prayer and meditation; 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; the themes of forgiveness, peace, reconciliation as found in the bible.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. The parable of 'The Good Samaritan'.	Recognising things in common and differences; playing and working cooperatively; sharing opinions	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 money is; needs and wants; looking after money; bible theme of generosity, the parable of 'The Widow's Mite'.	What money is; needs and wants; looking after money; bible theme of generosity, the parable of 'The Widow's Mite'..	<i>Fearfully and wonderfully made by God; made to grow and change, use examples from the book of Genesis and Jesus' life: baby, boy, man; growing older; naming body parts; moving class or year.</i>	Safety in different environments; risk and safety at home; emergencies
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Year 3

We are loved and welcomed into the family of God; what makes a family; features of family life.	We are valued and loved and are precious in God's sight and therefore protect what is special to God; <i>personal boundaries; safe responding to others; the impact of hurtful behaviour.</i>	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	The value of rules and laws; rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Using prayer and meditation for observing allowing, recognising and positively applying emotions examples from the bible; <i>health choices and habits; what affects feelings; expressing feelings; how beliefs might motivate exercise and healthy eating; precious and made in God's image.</i>	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
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Year 4

Positive friendships, including online; forgiveness, peace, reconciliation and examples from the bible relating to friendships.	God being a God who is a greater love and good, who is supportive and trustworthy ; <i>responding to hurtful behaviour; managing confidentiality; recognising risks online.</i>	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.	<i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</i>	Medicines and household products; drugs common to everyday life.
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Year 5

Managing friendships and peer influence. 'Love your neighbour as yourself', examples from the bible of this.	We are valued and loved and are precious in God's sight and therefore protect what is special to God; 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	Made in the image of God; looking after the body God created; health sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; 'fearfully and wonderfully made'; 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 partnerships and marriage; legal ceremonies; themes of lifelong commitment together; what the bible says about love 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; using prayer and meditation for observing allowing, recognising and positively	<i>Human reproduction and birth; increasing independence; managing transition; Christian view of intercourse as a physical, emotional and spiritual union.</i>	<i>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media; why some Christians, other religions and non religious people, believe it is good to avoid things that harm</i>
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						applying emotions examples from the bible		the body, mind and soul.
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Beyond the Statutory

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of RSE contained in the Science curriculum.

The Department for Education document ‘Relationships Education, Relationships and Sex Education and Health Education guidance’ states:

It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.’

As a Church School our approach to RSE is consistent with the rest of our PSHEE programme and takes into consideration what God says in the Bible about Health and Relationships. The Science focus in the curriculum is more general and on animals, lifecycles and changes over time, rather than the details of human reproduction. Our RSE would build on the statutory relating to key facts about the menstrual cycle and set it in context of purpose in relation to reproduction. It would continue the faith thread as a Church School of being ‘fearfully and wonderfully made’ by God. Part of God’s plan was that humans were created to grow, change and reproduce. All this is intended in the context of a loving, committed relationship. The RSE at our school would focus on the relationship between a man and a woman and how and why reproduction occurs. At St Paul’s School we have an opportunity to teach about intercourse and reproduction and ground it in the context of a loving, committed relationship, which prepares the pupils for what they will then go onto learn at high school.

Yr 6 (As part of the Growing and Changing unit in the Summer term)

Human reproduction and birth; Christian view of intercourse as a physical, emotional and spiritual union.

- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone’s life.

Resources:

Lovewise: Growing Up and Growing Wise, Goodness and Mercy, 1decision, Medway Resources on Puberty and How a Baby is Made.

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 using baseline and end of unit assessments. Change will be implemented 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. Lessons will provide opportunities for children to talk honestly and openly. 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. At the same time, we have to respect the pace of children's maturation. We feel that there are some topics that are best postponed until the secondary school years. There are also sensitive and controversial topics over which some staff, parents and governors, may have reasonable concerns.
- Our school has decided not to teach about or answer questions on: rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, masturbation, about forms of sexual intercourse including homosexual practices, or foreplay. AIDS and HIV, issues will be discussed in an age appropriate and sensitive manner, as and when they are encountered. If a child asks a question on any topic listed above, the will explain that this is a matter not dealt with in school and the child should consult

his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

- In no way will any experimentation in sexual activities be encouraged.
- 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 classes will have a PSHEE Question Box in their classroom. Questions will be screened carefully to ensure they are appropriate and comply with the policy.
- In some cases, a question or request for advice, may indicate the child to be at risk or in danger. In the event of this occurring, appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a child puts a private question to a teacher or other member of staff and requests secrecy, no promise of this is made or confidentiality given. Reassurance will be given that any steps taken will always be in the child's best interest. Any questions raising a safeguarding concern, or any disclosure will 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 relationship 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 relationship 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

<p>withdrawn from the RSE 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.</p>
<p>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.</p>
<p>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.</p>
<p>Review The next review date is July 2020</p>
<p>Date: 04.12.2020 Signed: Ian Gittins and Emma Pollitt</p>

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

SMSC Spiritual Moral Social Cultural

SEND Special Educational Needs and Disabilities

CPD Continuing Professional Development