

Chaucer Community Primary School
PSHE/RSE Policy

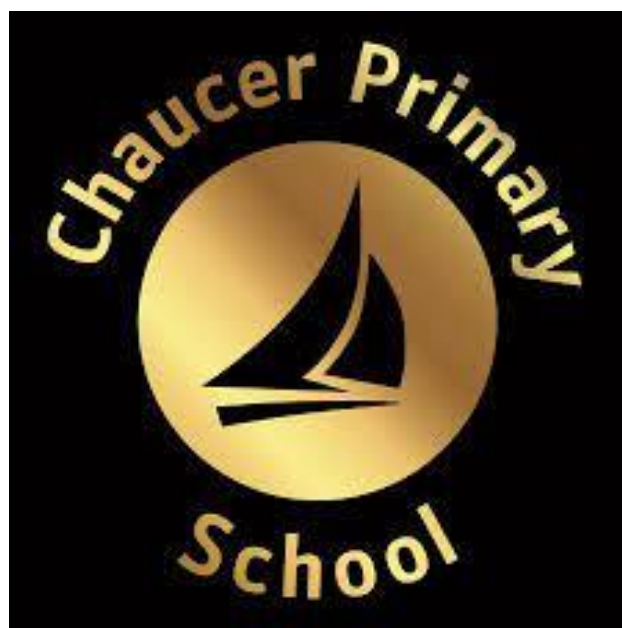
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Rationale:

The DfE states that 'all young people are taught to stay safe and are prepared for life in modern Britain. This curriculum will effectively address issues such as internet safety and unhealthy relationships and ensures that pupils are taught in an age appropriate way about respectful and healthy relationships, including friendships and family. As a result, we expect our pupils to begin to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.'

PSHE including RSE is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm.

This policy promotes the core values of Safety, Caring, Achievement, Resilience and Friendship - these values are fundamental to our school's ethos.

It is essential for the following reasons:

- RSE plays a vital part in meeting our safeguarding obligations as outlined in the updated Keeping children safe in education - Statutory guidance for schools and colleges (annually updated).
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSE was 'too little, too late, too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their

ability to achieve, and can play a crucial part in meeting these obligations.

- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010), highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

National Curriculum:

PSHE/RSE plays an important part in fulfilling the statutory duties schools are required to meet.

State-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Section 2.1, National Curriculum in England (DfE, 2013)

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

Roles and Responsibilities:

As from September 2020, PSHE, including RSE, is a compulsory subject with equal weighting to other core subjects. Therefore, all primary schools are required to deliver Physical, Social, Health and Economic Education as well as Relationships Education. Schools should have the same high expectations of the quality of pupils' work as for other curriculum areas. PSHE/ RSE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way. It is each teacher's responsibility to plan and deliver a strong curriculum that builds on the knowledge that pupils have previously acquired. It is important that the current laws are embedded within the pedagogy to ensure that pupils are aware of their rights and responsibilities.

At Chaucer Community Primary School, we take our responsibility around Personal, Social, Health and Economics (PSHE) and Relationships and Sex Education (RSE) very seriously. We teach RSE to all of our pupils as part of our PSHE curriculum and follow the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme of learning in conjunction with the PSHE association. We want parents/carers and pupils to feel assured that RSE is delivered at a level appropriate to both the age and development of pupils, and to feel safe to voice opinions and concerns relating to the provision.

1.1 Governors

The governing board will approve the PSHE & RSE policy, and hold the headteacher to account for its implementation.

1.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school. It is also their responsibility to

manage any requests to withdraw pupils from non-statutory components of RSE.

1.3 Designated Safeguarding Lead

The DSL (details of which are set out in the Child protection and Safeguarding policy along with relevant job descriptions) is responsible for supporting the headteacher in ensuring that staff understand this policy and that it is implemented consistently throughout the school.

1.4 Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive way
- Modelling positive attitudes to PSHE & RSE
- Where necessary, teaching will be adapted for vulnerable children, victims of abuse and some pupils with SEND
- Monitoring progress Responding to the needs of individual students
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

1.5 Students

Students are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity.

1.6 Staff development and training opportunities

To develop staff confidence and competence in teaching PSHE and RSE:

- the subject leader will attend appropriate training courses;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training;
- the School Development Plan outlines whole-school training needs, training relevant to key stages, training for new members of staff, the PSHE co-ordinator and training identified for other individual members of staff;
- the school makes best use of in-school expertise as well as the LA, Learning Community and national training opportunities.

Intent

It is our intent that all children will leave Chaucer with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. Through our PSHE curriculum we aim to deliver lessons that are accessible to all and that will maximise the outcomes of every child. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach. We also promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community. Relationships and Sex Education is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. We encourage all children to develop their Spiritual, Moral, Social and Cultural (SMSC) awareness through each area of the PSHE and RSE curriculum. SMSC is deeply embedded throughout the whole of our curriculum and the themes that are taught throughout the year with every lesson from EYFS to Upper KS2 offering opportunities for SMSC.

Year on year, through the teaching of PSHE, we aim to help the children understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories to support their development and wellbeing throughout their life.

Curriculum Design:

PSHE/ RSE is taught through the 'SCARF' scheme of work that follows the same overarching topics from EYFS to Upper Key Stage 2 with age related progression. This curriculum has flexibility and can be carefully adapted to respond to local public health and community issues if they arise. PSHE/ RSE complements several existing national curriculum subjects and provides opportunities to draw links between these subjects and integrate teaching where appropriate such as PE/Sports, Science and Computing as well as many other areas. As a result, all pupils should have opportunities to engage in active and applied learning experiences that clearly distinguish between fact and opinion. This should allow pupils to develop skills to critically evaluate the world around them (e.g. relationships, range of sources, fake news, how social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes).

In the attached appendices, is an outline of what is taught across the school and the term in which it is covered. This shows the PSHE/RSE objectives which are taught through the SCARF scheme of work. The objectives relating specifically to RSE are highlighted in yellow (Appendix A).

RSE will include teaching about;

- Types of relationships, including friendships, family relationships and dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect, and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health - Healthy relationships and safety online'

(DfE, March 2017)

Inclusivity is at the heart of our PSHE/RSE curriculum. Every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. Therefore, teachers will always tailor each unit to meet the needs of the children in their classes.

Implementation

2.1 Pedagogy

The personal, social, moral, and cultural well-being of all children is always of paramount importance of everything we do and teach at Chaucer. Our staff provide opportunities for all children, to ensure they are equipped and ready for roles and responsibilities in a diverse society. We aim to help children understand how they are developing and growing in society. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory. This is so our children are able to recall knowledge and skills to inform decisions and choices throughout their life. We believe by having a strong foundation of knowledge and skills and ensuring all children feel valued within our school community, children of Chaucer will be ready for their next chapter in life.

2.2 Teaching and Impact

Every year group is provided with week-by-week lessons in PSHE. We follow the scheme SCARF: Safety, Caring, Achievement, Resilience, Friendship. Our scheme is designed to be taught in thematic units that have a 'living value' at their core. Learning in each topic takes place during weekly whole class SACRF lessons which explore the different themes. These themes are also embedded through all other lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. Here at Chaucer, we realise the importance of the link between pupils' health

and wellbeing, and their academic progress. Therefore, our curriculum is designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. We recognise how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment. RSE is taught as explicit lessons through the PSHE and science curriculums but is also embedded in other areas of the curriculum and day-to-day life of the school. In PSHE, RSE is specifically covered in the units 'Relationships' and 'Changing Me' and in science 'Animals Including Humans' and 'Living Things and Their Habitats' also cover the statutory requirements; Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. The RSE curriculum has been mapped out clearly for PSHE and science which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children. Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world.

Our PSHE and RSE programme deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Chaucer also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

Parents/carers

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development. To do this, we encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.

To support, we:

- keep parents/carers informed about all aspects of the RSE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy
- clearly communicate the fact that parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact the PSHE/RSE Subject Leader
- encourage parents/carers to seek additional support in this from the school where they feel it is needed

The Right to Withdraw

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents / carers to carefully consider their decision before withdrawing their child from this

aspect of school life. Ofsted figures show that about four children are withdrawn in every ten thousand (0.04%).

Parents/carers cannot withdraw their child from the statutory sex education content included in the National Curriculum for Science along with other areas - many of the RSE objectives are linked and covered within other areas of core curriculum detailed in table 1. This includes anatomically naming body parts, the human body as it grows from birth to old age (including puberty), and reproduction in plants and animals. Parents / carers also cannot withdraw their child from the statutory Relationships Education or Health Education, covering topics such as friendships, how to stay safe and puberty.

Science	Health Education	Relationships Education
<ul style="list-style-type: none"> • Human body • Changes as humans develop from childhood to old age • Life cycle and reproduction • Puberty 	<ul style="list-style-type: none"> • Changes in the adolescent body including understanding why 	<ul style="list-style-type: none"> • Safe, enjoyable relationships which foster equality • Consent • Sexual health

Table 1: Areas of the curriculum linked to RSE.

Parents/carers do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSE (there is no right to withdraw from any other elements of PSHE/RSE). The government guidance recommends that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. For our school, this includes lessons in Year 6 on what is human reproduction and how do babies grow?

Any parent / carer wishing to withdraw their child should firstly contact the Head Teacher or Deputy Head Teacher to discuss the reasons why. They will be alerted to the possible consequences of doing so.

Possible consequences may include any social and emotional effects of the child being excluded from this learning as well as the high likelihood that their child will hear about the content of lessons from other children rather than what was said by the teacher. This is an inappropriate and possibly unsafe way for such information to be shared. Children may also seek out their own information via the internet, which may result in them finding out incorrect/inappropriate information and possibly put them in an unsafe situation.

Assessment:

PSHE/ RSE is assessed and monitored like the other core subjects. Teachers will carry out assessment at the end of each unit. This involves a baseline assessment at the beginning of each unit to gauge prior knowledge. The same activity is repeated at the end of the unit as an assessment guide. These baseline activities should be creative whilst establishing pupils' starting points. They may include: mind-mapping, graffiti walls, body outlines, sorting activities quizzes and draw and writes.

Safe and Effective Practice:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, 'ground rules' are agreed in every class at the start of the year and a 'Learning Charter' is created, exploring the class's rights and responsibilities. The charters include aspects such as:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Safeguarding:

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Teachers must ensure that all disclosures are logged, dealt with appropriately and reported on CPOMs. Where necessary, liaise with other agencies and/or external services

Legislation (Statutory regulations and guidance):

Documents that inform the school's PSHE/RSE policy include but are not limited to:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Children and Social Work Act (2017)
- Changes to PSHE and RSE September 2020:
<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>
- Keeping Children safe in Education- Statutory safeguarding guidance (2021)
- Chaucer Community Primary School Online Safety Policy 2021
- School Equality and Diversity plans