



Pott Shrigley Church School

Church of England Aided Primary



***‘Be kind and compassionate to one another, forgiving each other,
just as in Christ, God forgave you’
Ephesians 4:32***

PSHE (incorporating RSE) POLICY

Introduction

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. It is a non-statutory subject with no standardised frameworks or programmes of study. PSHE can encompass many areas of study and it is for schools to tailor their local PSHE programme to reflect the needs of their pupils to equip them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

PSHE education should build, where appropriate, on any content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship & sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

This policy has been produced through consultation with teaching staff, parents and the governing body and complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 and the Equality Act (2010). It also takes into consideration the guidance offered in the document *Valuing All God’s Children July 2019* (Church of England Education Office).

Relationships & Sex Education

To embrace the challenges of creating a happy and fulfilled adult life, pupils need knowledge that will enable them to make informed and sound decisions about their wellbeing, health and relationships. Pupils can then put this knowledge into practice as they develop, when facing risks and challenges in complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to get support.

From September 2020

The Relationships Education, RSE, and Health Education government regulations have made Relationships Education compulsory in all primary schools.

As a Church of England primary school, part of our Christian ethos is holding marriage between a man and a woman in high esteem and this belief will be reflected in our teaching. The legislation makes it clear that all schools should approach RSHE in a faith sensitive and inclusive way.

Sex education is not compulsory in primary schools, although in this school, in Year 6, we will teach aspects of sex education, which goes beyond the national curriculum for science. This will focus on the changes that occur during puberty, how babies are conceived and menstruation. Members of the School Health team will work with school to deliver this.

Aims

- To be aware of children's needs and understanding at various developmental stages and respond appropriately.
- To help children to understand themselves, have a positive self-image, and have good feelings and attitudes towards living and loving.
- To work with partners in education to provide continuity of RSE for the transition to high school.
- To promote an understanding of the nature of personal relationships, love, marriage and family life.
- To develop sensitive attitudes towards varied types of family relationships, including same-sex relationships or relationships which include trans people, if and when children ask about them. *For example, children regularly watch BBC Newsround(which highlights issues regarding relationships and gender in a positive, child-friendly way)and we have a variety of books available containing stories about different types of family backgrounds alongside traditional texts which parents are welcome to come and share.*
- To develop an awareness of the importance of sensitivity for the feelings of others and of the responsibilities individuals have to society and to one another.
 - To provide information relevant to physical, emotional and social aspects of sexual development appropriate to the individual's age and level of maturity. *For example, children in year 6 will be taught about the effects of puberty and how to stay safe online. We will respond with sensitivity to the natural curiosity of young children. Questions will be answered sensitively, with reference to the context in which they were asked.*
- To foster the personal confidence of the individual to talk about any issue of personal preference, including sexuality, using the appropriate vocabulary as and when appropriate.
- To establish a framework and mechanisms, which encourage efficient co-operation between institutions and their wider community, including parents and appropriate support agencies.
 - To develop a curriculum in the broadest sense, which reflects equal esteem for girls and boys, men and women.
- To inform, in an age appropriate manner, about the influence of digital and social media.

Learning & teaching

The Department for Education *recommends* that the Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum⁶ subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

Our PSHE/RSE will be delivered through:

- Time-tabled Forest schools/LOTC activities, particularly those which involve fostering good relationships both inside and outside the school group.
- Mind Mechanics/resilient classroom approach
- Health& safety/first aid workshops
- E safety workshops/NSPCC workshops
- Residential visits
- Through other subjects/curriculum areas
- Through school events and activities

- Through pastoral care and guidance
- Through church services led by the school and incumbent at St Christopher's Church
- Through learning with the School Health team

All staff are encouraged to develop a repertoire of flexible, active learning methods. These may include:

- Circle Time
- Working in different group settings
- Problem solving & team challenges
- Setting our own success criteria
- Pupil Voice
- Drama and role play

Human sexuality, including LGBT

In our school, we will inform children, when it is seen as an appropriate time and place to do so that people were created male and female, but some people grow to find that they don't feel they fit into being the person they were born to be. They are identified as lesbian, gay, bisexual or transgender. We will ensure that our teaching is in line with Church of England guidance, is sensitive, age-appropriate and delivered with reference to the law.

Special Educational Needs and Disability (SEND)

Relationships Education, RSE and Health Education (inc. Drugs Education) must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The school will be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for those with SEND.

Monitoring, Assessment Recording & Reporting

PSHE Education and Relationships & Sex Education (inc. Drugs Education) will be monitored by the subject leader and a named member of the governing body. Any decisions or alterations to policy will be made by the standards, teaching & learning committee of the governing body following guidance by the subject leader and headteacher. This policy will be reviewed as necessary in the first three years and then every three years thereafter through consultation with teaching staff, parents and the governing body.

As well as fulfilling their legal obligations, the headteacher and governing body will make sure that

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
- teachers explore how new teaching methods and technology can be fully utilised to support the subjects;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations and the Christian ethos and teaching of the school.
- Safeguarding is a high priority within a balanced curriculum

Foundation governors' responsibilities

Foundation governors will also have wider responsibilities in relation to maintaining and developing the Christian ethos of the school.

In addition, the subject leader will:

- raise awareness amongst all staff of their contribution to the children's personal and social development, including relationships
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the children's personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and children's responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- order and monitor resources to which parents may have access

Assessment in Relationships and PSHE Education (inc. Drugs Education)

does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. A statement of each child's progress is reported to parents in the end of year reports.

The Right to be excused from sex education (commonly referred to as the right to withdraw)

Relationships Education, through PHSE, is a statutory part of the curriculum and parents do not have the right to withdraw their child from any aspect of that provision other than sex education.

However, parents do have the right to request that their child be withdrawn from some or all of sex education which is delivered as part of statutory RSE.

Before granting any such request, the headteacher would request a meeting, as good practice to:

- discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place, except in exceptional circumstances, the school would respect the parents' request to withdraw the child and automatically withdraw a pupil from any sex education delivered, other than as part of the science curriculum. There is no right to withdraw from the National Curriculum.

If a child is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

For the vast majority of pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration in deciding whether to grant a parental request, however there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision.

Drugs Education & Substance Misuse Introduction It is essential for our children to

be educated fully about the misuse of drugs and substances in order to prepare them for life as teenagers and adults.

The ethos of our school is based upon love and respect for one another and we regard ourselves as a family unit. It is within such a close knit moral framework that we would seek to influence and educate, raising the issue of drug awareness through the 'hidden curriculum' as well as directly through topics in science lessons.

Statement of Policy

The teachers, non-teaching staff and governors of our School:

- condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances.
- is committed to the health and safety of its pupils and will take action to safeguard their well being.
- acknowledges the importance of its pastoral role in the welfare of young people.
- acknowledges the need to be aware and sensitive to the fact that some children may be living with drug-using parent/carers.

In response to shared concerns both locally and nationally, we wish to state that as part of our care for the welfare of our pupils we believe that we have a duty to inform and educate young people on the consequences of drug use (including tobacco) and misuse.

Whilst we acknowledge that nationally the numbers of young people who misuse substances is rising dramatically and not wishing to be alarmist, it is seen as important to recognise that larger numbers of young people choose not to misuse substances.

Aims

We believe and support the following aims:-

- to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- to provide accurate information and increase understanding about the implications and possible consequences of misuse
- to widen understanding about related health and social issues.
- to provide up to date information to parents.
- Headteacher to liaise with the appropriate services and arrange INSET for staff as and when appropriate.
- Staff to be aware that generally the LA recommends that substance use and misuse issues are best dealt with by trained staff who can gauge the most appropriate level of response to their questions and comments.

Drug abuse

If legal drugs are brought onto the premises they will be confiscated and locked in a secure area by the headteacher. Parents will be informed. A repeat occurrence would result in a fixed term exclusion, subject to governor approval (see Relationships & Behaviour Policy). If illegal drugs are brought onto the premises they will be confiscated and locked in a secure area by the headteacher. The Police will be informed and under safeguarding arrangements social services will be informed. Action taken thereafter will be under the guidance and support of other agencies. Other substances may be confiscated and disposed of by an external agency. If this is the case the school will write to the parents within seven days confirming that this has taken place. (See note below).

Note

Schools **do** have the power to confiscate inappropriate items, including a substance or any other drug whatever its legal status, in line with the school's Relationships & Behaviour policy.

They **do not** have to return such confiscated substances, although illegal substances would be handed over to the appropriate authorities.

Health and Safety

In view of the proximity to the main road, the school site should be regularly checked for signs of drug use i.e. syringes, these should be removed with appropriate caution.

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