



St James' Lanehead Church of England Primary School

PSHE and RSE Policy

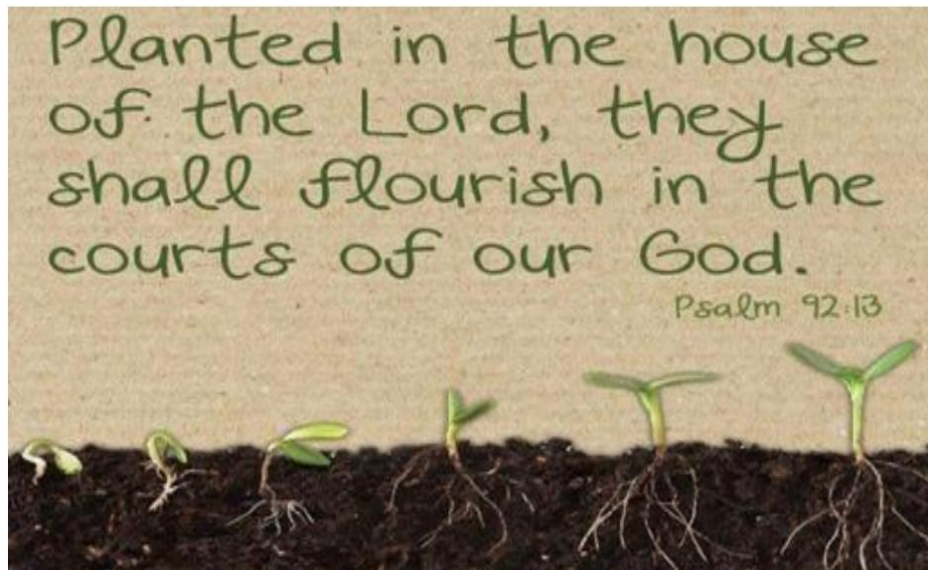
Date of Policy	October 2024
Person Responsible	L.O'Brien
To be reviewed	Annually
Review date	September 2026



St James' Lanehead Church of England Primary School

Mission Statement

Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.



Our Intent

At St James Lanehead C of E Primary School we believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of achievement for all pupils and equipping them with the skills and preparing them for real life experiences.

The PSHE curriculum at St James Lanehead C of E Primary School aims to:

- o Prepare all our pupils for the challenges of adult life
- o Enable our pupils to make informed healthy life choices
- o Nurture the self-esteem and emotional development of all our young people
- o Develop confidences and responsibilities and make the most of their abilities.
- o Prepare to play an active role as citizens.
- o Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- o Develop good relationships and respect the differences between people.
- o Understand some basic principles of finances.
- o Make a positive contribution to the life of the school
- o Progression of PSHE/HRE Skills within the curriculum

Devised in conjunction with pupils, parents, staff and governors with the children's interests at the heart, the bespoke PSHE curriculum at our school runs on a rolling programme to ensure that all statutory learning is covered within the key stages. EYFS children will all complete the same learning across the R and R/1 classes to ensure they get the same start at our school.

Each year, the first few weeks in a new class will cover 'All About Me', learning about themselves and their emotions. The teaching will also ensure the Calm School Code is re-taught and being followed.

Introduction

This policy has been produced in response to the requirement of the National Curriculum that all schools should make provision for the teaching of PSHE. It is recognised that schools need to plan a whole school approach to the teaching of PSHE addressed through a combination of timetabled teaching time for PSHE; work covered in a cross curricular way and school activities and events. Children will have the opportunity over the year to spend time one afternoon for one term in Forest School, where they will focus on certain aspects of the PSHE curriculum through a variety of activities. The PSHE curriculum should meet the needs of the children and young people in the school and be founded in good practice.

From September 2020, the teaching of Relationships and Sex Education (RSE) at Primary School will become compulsory and sits alongside the Personal, Social, Health, Economic (PSHE) and Science Curriculum.

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St James' Lanehead Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance published by the Department for Education on Relationships and Sex Education (RSE) and Health Education.

What is PSHE (Personal, Social, Health and Economic Education)?

PSHE is about enabling children to explore and learn about issues that affect their whole development as a person; physically, intellectually, emotionally, spiritually and socially. PSHE aims to help children deal with real life issues that they may face as they grow up.

What is RSE (Relationships and Sex Education)?

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives.

The objective of relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

How does PSHE link to Forest school?

We want to provide the children with a holistic development and give them experiences and opportunities to develop social and emotional skills in a group setting. In doing this, we aim to raise the confidence and self-esteem of all pupils and adults. We want to inspire, motivate, encourage and engage all children at St James' Lanehead. Each session will be adapted to meet the needs of all our children/groups - it is not a scheme of work.

Forest School sessions link well to our PSHE curriculum with the units of "Being My Best" and "Respect for All" being the most suitable. The sessions are taught by trained Forest School leaders, class teachers and teaching assistants who will support their children in afternoon sessions.

6 Forest School Principles:

- Long-term process with regular access
- Takes place in woodland or natural environment
- Learner-centred process
- Aims to promote holistic development
- Offers learners opportunities to take risks
- Run by qualified Forest School practitioners

Why is PSHE important?

At St James Lanehead C of E Primary School we believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils and equipping them with the skills and preparing them for real life experiences.

The PSHE curriculum at St James Lanehead C of E Primary School aims to:

- Prepare all our pupils for the challenges of adult life
- Enable our pupils to make informed healthy life choices
- Nurture the self-esteem and emotional development of all our young people
- Develop confidences and responsibilities and make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Develop good relationships and respect the differences between people.

- Understand some basic principles of finances.
- Make a positive contribution to the life of the school

High quality health and relationship education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. We will offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Learners will be encouraged to talk to their parents and carers.
- Learners will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.

PSHE Programme – SCARF Coram Life Education

Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. Coram Life Education & SCARF offers a whole-school approach to wellbeing and Mental Health.

SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement ensuring the programme meets Relationships Education and Health Education statutory requirements. SCARF represents our values for children of Safety, Caring, Achievement, Resilience and Friendship.

Progression of PSHE/RSE Skills within the curriculum

Devised in conjunction with pupils, parents, staff and governors with the children's interests at heart, the PSHE curriculum at our school runs on a rolling programme to ensure that all statutory learning is covered within the key stages. EYFS children will all complete the same learning across the R and R/1 classes to ensure they get the same start at our school.

Each year, the first few weeks in a new class will cover 'All About Me', learning about themselves and their emotions. The teaching will also ensure the Calm School Code is re-taught and being followed.

Forest School will focus on specific areas over the term which has been carefully planned out to meet the needs for each year group and are progressive through out the year groups.

The topics for each year following this are shown below.

PSHE Programme – linking to Forest School:

Forest School sessions are highlighted in yellow.

Each Class to have a term in Forest School – led by a Forest School leader, Class Teacher and Class TA.

Two PSHE Units to be covered during the two half terms – 'Being My Best' and 'Respect for All'.

EYFS/KS1 PSHE Coverage using SCARF units							
	First Few Weeks Back	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash Class	<i>Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning</i>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibility – money	Forest School: Being My Best	Forest School: Respect For All Growing and Changing

Elm Class	Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibility - money	Forest School: Being My Best	Forest School: Respect For All Growing and Changing
Beech Class	Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibility - money	Forest School: Being My Best	Forest School: Respect For All Growing and Changing
Willow Class	Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning	Me and My Relationships	Valuing Difference	Forest School: Being My Best	Forest School: Respect For All	Keeping Myself Safe	Rights and Responsibility - money Growing and Changing

KS2 PSHE Coverage							
	**First Week Back	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hazel Class	Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning	Me and My Relationships	Valuing Difference	Forest School: Being My Best	Forest School: Respect For All	Keeping Myself Safe	Rights and Responsibility - money Growing and Changing
Rowan Class	Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning	Me and My Relationships	Valuing Difference	Forest School: Being My Best	Forest School: Respect For All	Keeping Myself Safe	Rights and Responsibility - money Growing and Changing
Sycamore Class	Priority: Focus on Ensuring Calm School Code and expectations for Behaviour for Learning	Forest School: Me and My Relationships	Forest School: Being My Best	Valuing Difference	Keeping Myself Safe	Rights and Responsibility - money	Growing and Changing
Hawthorn Class	Priority: Focus on Ensuring Calm School Code and expectations for	Forest School: Me and My Relationships	Forest School: Being My Best	Valuing Difference	Keeping Myself Safe	Rights and Responsibility - money	Growing and Changing

	<i>Behaviour for Learning</i>						
Oak Class	<i>Complete an afternoon 'All About Me' session.</i>	Forest School: Me and My Relationships	Forest School: Being My Best	Valuing Difference	Keeping Safe	Rights and Responsibility - money	Growing and Changing
		Me and My Relationships					

Planning and Teaching of PSHE/RSE

Teachers will use the SCARF planning documents to teach a progression of lessons. PSHE lesson ground rules will be set by each class teacher at the beginning of the academic year to ensure that the classroom is a safe space for healthy, positive discussions and learning to take place.

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used including Circle Time, Games, Role Play and Discussions. The over use of worksheets will be discouraged. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self esteem.

Additional Opportunities for Learning

There will be themed days/weeks planned in throughout the year e.g. wellbeing week, ambitions and aspirations week to enable pupils to enrich their learning through real-life examples and specifically chosen activities to increase their knowledge of the world around them and the impact that they can have on it. There will also be cross-curricular opportunities to learning in the areas of science, computing.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse

- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

Class teachers teach RSE through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including knowledge of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE or HRE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

In relation to sexual orientation/gender identity:

If a child initiates a conversation with an adult regarding their own sexual orientation or gender identity, then the staff member will have a conversation with the child, which will consist of listening to the child but not offering any information about the topic. Unless there are safeguarding issues which would put the child in danger, school staff will contact the parent/carer to discuss the matter either privately or with the child present, depending on the child's wishes. Support would be provided for the child and family including counselling if relevant.

During the conversation with the child and their family, plans may be put into place regarding the preferred name the child would like to be known by and anything else that the child and their family deem to be relevant. If these issues become relevant at St James' Lanehead, the parents of the other children in relevant year groups, will receive a letter informing them of the arrangements so that they can have a discussion with their own child prior to the changes being implemented. The child would be appointed a key worker, who will monitor their emotional and social wellbeing.

In relation to homophobic behaviour:

If children in school use homophobic language, this is always reported to the child's parent. The parent is given the opportunity to speak to the child at home, but it will always be followed up by a conversation in school, to ensure that the child knows that they shouldn't have used that term. The parent/carer will be invited to take part in the discussion if they wish to. The conversation from school staff will explore what the child's understanding of the term is and what the motivation was for using this term. The conversation will be age appropriate and will focus on the rights and responsibilities of the victim but also the emotions/motives of the perpetrator.

Staff will not go into detail of the nature of the term used but will be very clear about what is and is not acceptable behaviour.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through an adapted curriculum. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access RSE and PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to. We will use RSE, HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

Assessment in PSHE

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education focuses on learning, set against the lesson objectives and outcomes.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Teachers will complete assessments at the beginning and the end of a topic to see how a pupils learning has progressed and will make a judgement from this.

Support for Staff

All class teachers will have the opportunity to have training in areas where they feel less confident. There will be in house training arranged in some areas. The SLT support the PSHE Co-ordinator in the delivery of PSHE and the Parent Support worker works closely with the coordinator.

Support for Pupils

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs.

Pupils may be invited to attend nurture sessions if required.

Pupils will be given information about school and external agencies that they might be able to access for specialist help and support, for example School Nurse, Learning Mentor or counsellor.

The Role of Parents and Other Professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the PSHE policy and practice
- answer any questions that parents may have about PSHE
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the PSHE policy
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship and Sex Education that forms part of the basic curriculum and is a requirement of the government's statutory guidance, nor any part covered under the science curriculum for their child's key stage.

Safeguarding

As there may be sensitive issues raised in PSHE, there may be opportunities for pupils to make unexpected disclosures to staff. Staff are familiar with the Safeguarding policy and aware of who the designated Child Protection teacher (DSL) is. If a disclosure is made or if staff need advice they should consult with the designated teacher immediately and record all communication with the child onto the CPOMs system.

Review Monitoring

It is the responsibility of the Head teacher, named Governor and Subject Leader with responsibility for RSE and PSHE. The Curriculum and Pupil Welfare Committee of the governing body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are invited to workshops where we share the PSHE and RSE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the Relationships and Sex Education Programme. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities.