



PSHE & RSE Policy

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PSHE Vision

At Village Primary, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of our local community, Thornaby and in the role of a global citizen.

PSHE's intent is to help our children understand how they are developing personally and socially, whilst tackling many of the moral, social and cultural issues that are part of growing up to develop healthy, safe relationships. We provide our children with opportunities to learn about rights and responsibilities and, in light of technological advancement and social media, understand what it means to be a member of a diverse and rapidly changing society.

Using the scheme of work from Life-wise, PSHE is delivered under each of the core themes

- health education
- relationships education

Life wise is based on the end of primary stage goals for the new DFE relationships, physical health and mental well-being education programme (2019). As well as encapsulating all the requirements of the National Curriculum, it also strengthens pupils' physical health, educates pupils about their mental wellbeing, equips pupils with skills for life, encourages the right values and maintaining a healthy lifestyle and teaches necessary survival skills. In addition to this, by using a range of strategies (Global Goals and Growth Mindset) we prioritise equipping every child with the skills they need to 'Explore, Dream and Discover'. Through the use of 'Philosophy for Children' (P4C) we encourage them to challenge ideas and voice their opinions in a safe environment.

Our children are encouraged to be proud and to develop their sense of self-worth by playing a positive role in contributing to school life and the wider Thornaby community. We listen to the needs of the community and respond to current local, national and international issues in an age-appropriate way. British Values are taught throughout the PSHE curriculum and cross-curricular links are made where possible. We strongly believe that it is vital that children fully understand and promote British Values as they equip children to contribute to their community and Village Values celebrate when children display these crucial life skills.

Introduction and Legal Requirements

From summer 2021, it is a legal requirement for all primary schools to teach relationships education and secondary schools to teach relationships and sex education. For primary schools that want to teach sex education, content will be in addition to that covered in the science curriculum. RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

RSE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and to lead lives that are safe, confident, happy,

healthy, responsible and independent. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Equality of Opportunity

Educational settings have a clear duty to ensure that teaching is accessible to all children and young people and that all make progress in their learning. Inclusive RSE will foster good relations between all pupils and students, and tackle all types of prejudice, promote understanding and respect, thus enabling schools to meet the requirements, and live up to the intended spirit of the Equality Act 2010. All children are entitled to RSE and PSHE lessons. Our school will promote mutual respect and equality within the three core strands (Health and Wellbeing, Relationships and Living in the Wider World) of our PSHE provision.

Working with Parents and Carers

Our school shares responsibility with parents and carers in the children's learning about relationships and sex. We are confident that good communication and sharing our philosophy, aims and purpose will enable parents/carers to support our RSE programme. The class teacher is responsible for informing parents and carers of the content of the RSE programme. It should be noted that a parent and/or carer has the right to request to withdraw their child from sex education, except to the extent that the subject is covered in a science lesson that forms part of the national curriculum. All parents and carers are informed of this right. If a parent/carer wishes their child to be withdrawn from the sex elements of RSE (these are covered in Upper Key stage 2), they should discuss this with the class teacher and/or Headteacher or Assistant Headteacher.

Curriculum Design

All topics will be sensitively approached and careful consideration and differentiation will be used to ensure that delivery is at the right level for pupils, regardless of their year group when participating in each cycle. In order that children receive information at an appropriate age, although the PSHE programme is a rolling programme due to mixed age classes, some aspects will be taught each year, only to year 6.

At Village Primary School, we have adopted the Life Wise PSHE Scheme of work. The materials form a comprehensive and inclusive resource presented as a spiral curriculum of lesson plans that combine a range of teaching styles and active learning techniques. All of these lessons have a clear structure and are age-appropriate. They are designed to demonstrate a wide range of teaching methodologies

to equip teachers with the skills to deliver excellent RSE. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources. Starting with the overview of the RSE curriculum, teachers will follow the schemes of work for Years 1- 6.

<https://learn.lifewise.co.uk/wp-content/uploads/LifeWise-Parent-Presentation.pdf>

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Governing Body

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to request to withdraw their child

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to request to withdraw their child from the components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher through planning scrutinies, learning walks, lesson observations, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Confidentiality

Confidentiality is an important consideration and the boundaries of confidentiality will be made clear to pupils. Teachers cannot and should not promise total confidentiality. If a child discloses information which is sensitive, teachers need to be conscious of fulfilling their professional responsibilities in relation to child protection.

Implementation

Implementation of the policy is the responsibility of the Head teacher and governors and will be reviewed

Date of policy: May 2021;

Reviewed: September 2022 – No changes to be made

May 2023 – No changes to be made.

Date of next review: April 2024, then April 2025 or in line with statutory changes.