



## **PSHE, Relationship and Sex Education and Health Education Policy Stowlawn Primary School**

Reviewed: November 2022

Next Review: November 2024

### **Rationale and Ethos**

PSHE, Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes including about sex, sexuality, relationships and feelings.

Effective PSHE, RSE and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

This policy aims to offer additional support on new issues not included within existing guidance and to provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE & Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, and Health and Safety, Equality Policy, e-safety policy.

At Stowlawn Primary School we believe that PSHE, Relationships and Sex Education (RSE) and Health Education should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Effective PSHE, Relationships and Sex Education (RSE) at Stowlawn is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a more strategic level between the local authority, local faith communities, health professionals, partners in children's services and the voluntary community.

At Stowlawn we aim to achieve an effective PSHE, Relationships and Sex Education (RSE) and Health Education programme through building on these partnerships and the continued professional development of staff.

Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

At Stowlawn we believe that PSHE, Relationships and Sex Education (RSE) and Health Education has four main elements: -

### **Attitudes and values – developing a moral code**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.
- Learning the value of love, respect and care, honesty, and loyalty in relationships.
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes, understanding LGBT relationships and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### **Personal and social skills – important life skills**

- Personal skills
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect, and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Taking responsibility for one's own actions and learning
- Communication skills
- Listening sensitively to others' opinions
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Reflecting on and evaluation information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.
- Being assertive and an independent decision maker

### **Negotiating with friends and others**

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- Learning and understanding physical development through age-appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to sexual activity.

## **Roles and Responsibilities**

- This policy was developed in consultation with the PSHE Leader, and the Head teacher
- Teachers and support staff are responsible for the delivery of lessons and key PSHE, Relationships and Sex Education (RSE) and Health Education messages
- Teaching staff receive ongoing training, when required, to support with developing awareness and needs
- The PSHE leader will deliver training and resources to key staff members who teach weekly PSHE lessons
- The PSHE leader will monitor and report to the Link Governor, Head Teacher and Governing Body at Stowlawn Primary School
- The Headteacher will oversee the curriculum and policies and deal with issues concerning withdrawal
- The DSL will check policy for safeguarding compliance and deal with any safeguarding matters should they arise

## **Legislation (statutory regulations and guidance)**

From September 1<sup>st</sup>, 2020 we have been teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education Statutory Guidance (published July 2019).

## **Curriculum Design**

At Stowlawn we use a published scheme of work called 1Decision, from Years 1-6. PSHE and Relationships Education and Health Education will be taught both as discrete subjects, and through other subjects such as Science, Literacy and Religious Education. There will also be links made through enrichment activities such as Safety Week, PE / Sports week, MPCT Young Leaders sessions and charitable events, such as Children In Need. The timetabled weekly lesson will teach areas such as keeping safe, road safety, staying healthy, relationships, being responsible, feelings and emotions, computer safety and money matters.

There is a suggested overview of study, and children each have a workbook to support themes and for them to carry out self-assessment. Floor books are used to record children's ideas, to demonstrate learning and to support teacher assessment. Teaching staff can monitor progress and support further when necessary.

At Stowlawn, developing children's confidence, resilience, self-respect, self-control and social and economic issues is as important as all the other areas taught, as they are skills for life.

At Stowlawn we teach PSED in Early Years as an integral part of the curriculum. We relate the children's work to the objectives set out in our Early Years curriculum offer and the aim of developing a child's personal, emotional and social development are well-matched.

## **Assessment**

PSHE is assessed using ongoing teacher assessment and evidenced in children's workbooks, self-assessment charts and floor books. Extra materials or teaching can be used if required to provide extra support.

Because of our curriculum planning, PSHE, Relationships and Sex Education (RSE) should empower the children at Stowlawn to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, enabling them to lead confident, healthy, independent lives.
- Know about their bodies and be able to describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

RSE can also assist and support parents in the difficult and changing role of educating their children about relationships and sexual matters.

## **Safeguarding**

All staff will be trained in safeguarding. Teachers are aware that effective PSHE, Relationships and Sex Education (RSE) and Health Education which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation, staff will follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that any issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as the school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

In accordance with our Safeguarding policy, visitors are supervised/supported by a member of staff;

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the Designated Safeguarding Lead (the headteacher) (or Deputy DSL in her absence) if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The DSL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex Education and Health Education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

## **Engaging Stakeholders**

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's PSHE, Relationships and Sex Education (RSE) and Health Education and have access to this policy in line with government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex

- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Talk with their children about feelings and relationships

We will endeavour to make as much information as possible available to support parents and to encourage full involvement. We will consult parents on issues which may arise and will offer the opportunity to discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The PSHE, Relationships and Sex Education (RSE) programme and policy were made available to parents before the course begins.

During the academic year of 2019 – 2020, parents were informed regarding the proposed curriculum and policy to be delivered from 1<sup>st</sup> September 2020 onwards and offered the opportunity to comment on the content and delivery of the programme. This was done by alerting parents that the new policy and curriculum are available to view on the school website and comments were welcomed. Prior to this, school governors will have been consulted regarding new changes. Parent comments and questions will be readily accepted at any time.

Any complaints about the content or delivery of PSHE, Relationships and Sex Education (RSE) should be addressed to the Head teacher.

*From 1<sup>st</sup> September 2020 parents will no longer have the right to withdraw their children from Relationships & Health Education in primary schools. This includes topics that cover, for example: same sex marriage, puberty and LGBT. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. We will welcome parental views of our PSHE/RSE curriculum and there will be a opportunity to comment in the summer term of 2020. Parents will have the right to withdraw children from any sex education that is not part of the National Curriculum Science programme.*

### **Monitoring and Evaluation**

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating PSHE, Relationships and Sex Education (RSE) and Health Education, who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the headteacher to report to the governing body. All monitoring will follow school policy.

### **Student voice in determining curriculum.**

Throughout PSHE, Relationships and Sex Education (RSE) and Health Education lessons, pupils will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down, to ensure inclusion of all pupils.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns. Pupils in older key stages will be able to voice opinions on resources/ external agencies used and whether, on reflection, the curriculum addressed their needs during earlier key stages.

### **Policy review date**

This policy will be reviewed in the academic year 2021/22 to ensure compliance with new statutory guidance. Following this review, it will be reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.

### **Signed by:**

PSHE Lead: S Green

Headteacher: K Charles

Chair of Governing Body: S Nichols