



Together we Love, we Aim High and we Celebrate!

PSHE and RSE Policy

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Headteacher: Mrs Nichola Chesterton
Chair of Governors: Mr Richard Musson
To be reviewed: January 2024

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Personal, Social, Health and Economic (PSHE)

The Importance of PSHE

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Aims and Key Principles

At Chilthorne Domer School, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and every-changing nature of the United Kingdom, and therefore those we serve, whilst understanding our own community. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupil Learning Outcomes

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Curriculum Content

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work based on a spiral curriculum and framework provided by Kapow. This represents a structured, whole-school approach to PSHE, with the provision of a long-term overview and individual lesson plans for each year group, ensuring progression throughout the school. The current PSHE long term plan for Reception through to Year 6 can be found in Appendix 1. There are six core themes which are covered by all year groups:

- **Family and Relationships:** Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes
- **Health and Wellbeing:** Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

- **Safety and the Changing Body:** Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.
- **Citizenship:** Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
- **Economic Wellbeing:** Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
- **Transition:** Preparing for change and learning coping strategies.

There is an additional theme of **Identity** for Willow class (Year 5 & 6 only) which includes considering what makes us who we are whilst learning about body image.

Learning and Teaching

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others; attitudes, values and skills. Lessons will involve a high level of interaction where pupils have planned opportunities for learning.

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 successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

At Chilthorne Domer Church School, we also seek to develop this ethos in discussions taking place within topic areas. This is most visible in social education within History and Geography but also in environmental awareness in Geography and health education in Science. The importance of PSHE is also reflected in regular themes days/ weeks; for example, kindness week and Hello Yellow Day.

Furthermore, it is our belief that all subjects are capable of teaching PSHE - not just through the subject area itself, but also through the manner of the teaching and learning styles and the relationships and behaviour encouraged and exemplified by the teacher.

PSHE is not just addressed in the classroom. Good use is made of displays, school visits, residential trips, contribution of outside visitors, assemblies, in the playground, School Council and many other aspects of school.

Assessment and Recording

Assessment within PSHE is against the learning outcomes outlined in the scheme of work. For the early years, evidence of learning will be in a floor book. Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Key Stages 1 and 2 show evidence of learning in their RE/PSHE books. Assessment for learning opportunities are built into each lesson. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work.

Relationships within School

Relationships at Chilthorne Domer Church School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each year group are elected to represent the class's views.

Parental and Community Involvement

Parents are invited to join in events in school, including weekly Praise Assemblies where specific children are awarded certificates for demonstrating positive attitudes to learning. Parents are regularly informed of events and developments on the website and school newsletter.

Working with parents is a vital part of the whole school approach to PSHE and RSE.

We also enjoy a close relationship with the Church of St Mary in Chilthorne Domer. We aim to involve outside agencies, including the NSPCC, the PCSO, school nurses and adults involved Primary Futures to deliver aspects of the PSHE curriculum where possible.

Relationship and Sex Education (RSE)

1 Introduction

- 1.1 Our school's policy on sex and relationship education (RSE) is based on the requirements of the Education Act 2002 and Sections 34 and 35 of the Children and Social Work Act 2017. It meets the requirements of Statutory Guidance from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019.
- 1.2 The government has defined RSE as 'learning about physical, moral and emotional development'. Their guidance from 2000 state; 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- 1.3 The purpose of this policy is to set out the ways in which the school's provision for sex and relationships education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

2 Aims and objectives

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE 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 children to make responsible and informed decisions about their health and wellbeing.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this in a context of morality and individual responsibility. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is not stigmatisation of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, whilst upholding Christian values regarding relationships and marriage
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values, morals and Christian belief.

2.1 In this context, we teach children about:

- scientific anatomical names;
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
- that there are different types of families, all of which have equal value;
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- recognising the role of human rights in preventing violence against girls and women;
- sexual abuse, and what they should do if they are worried about any sexual matters.

3 Context

- 3.1 High quality Relationship and Sex Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:
- it is taught in the context of family life;
 - it is part of a wider process of social, personal, spiritual and moral education;
 - children should be taught to have respect for their own bodies;
 - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
 - it is important to build positive relationships with others, involving trust and respect, both in person and online;
 - it makes a significant contribution to our duty to safeguard and protect all children;
 - it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk- taking behaviour.
- 3.2 Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.
- 3.3 In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career.

4 Organisation and Content

- 4.1 Relationship and Sex Education is taught in the spring term through the Kapow Scheme as part of the unit 'Safety and the Changing Body'. There is a progression of learning from Reception through to Year 6.

We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, appropriate touch, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

CURRICULUM OVERVIEW:

Ash Class:

Lesson 1: The Difference Between Secrets and Surprises.
Lesson 2: Appropriate Contact
Lesson 3: My Private Parts are Private

Oak Class:

Lesson 1: Puberty
Lesson 2: Menstruation
Lesson 3: Emotional Changes in Puberty

Beech Class:

Lesson 1: The Difference Between Secrets and Surprises.
Lesson 2: Appropriate Contact
Lesson 3: My Private Parts are Private

Willow Class:

Lesson 1: Physical and Emotional Changes in Puberty.
Lesson 2: Conception
Lesson 3: Pregnancy and Birth

Maple Class:

Lesson 1: Introducing Puberty
Lesson 2: Growing Up

We also teach about sex and relationships through different aspects of the curriculum, such as the statutory science curriculum, computing and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

- 4.2 Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

5 *The role of parents*

- 5.1 The school believes that it is important to have the support of parents, carers and the wider community for the RSE programme. Chilthorne Damer Church School recognises that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- consult and inform parents about the school's RSE policy and practice through letters and meetings;
 - answer any questions that parents may have about RSE and their child;
 - take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
 - encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
 - inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;
 - make the RSE resources used in our lessons available for viewing.

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

- 5.2 We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the RSE lessons relevant

to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our RSE lessons, they should discuss this first with the headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

6 *The role of other members of the community*

- 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSE programme.

7 *Confidentiality*

- 7.1 Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

8 *The role of the headteacher*

- 8.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.
- 8.2 The headteacher/PSHE lead liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 8.3 The headteacher/PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 *Monitoring and review*

- 9.1 The governing body is responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme, and require the headteacher to keep a written record of parents' comments.
- 9.2 This policy will be reviewed every two years, or earlier if necessary.

Appendix 1 RSE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

This policy needs to be read in conjunction with the Mission Statement and the following policies: Teaching and Learning, Behaviour Policy, Anti-bullying, Child Protection, Equality, Internet safety, Core Values and Inclusion.

Review

This policy will be reviewed every two years or earlier if necessary.

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