**PSHE and SRE Policy**



**June 2020**

At St. Thomas’ C.E. Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

At St. Thomas’ C.E. Primary we have an annual cycle for our PSHE curriculum and have discrete PSHE lessons, as well filtering the skills through out many aspects of school life. Our children receive their PSHE lessons in their year groups and not part of their mixed age class.

 Statement of intent

At St. Thomas’ C.E. Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

We are going to use the *Coram Life Education RSE Lesson Plan Grid* (See Appendix One) which is split into six topics over the 6 half yearly terms.

 These are:

* + - Me and My Relationships
		- Valuing Difference
		- Keeping Myself Safe
		- Rights and Responsibilities
		- Being my Best
		- Growing and Changing

Coram Life’s Scarf programme has been chosen as it meets the requirements of the National Curriculum for PSHE and SRE. It is a whole school approach which is progressive, coherent and sequentioal and can be delivered easily by Teachers and Teaching Assistants. The programme is adaptable to suit the needs of the children at St. Thomas’, it has a wealth of resources, is online and regularly updated.

At St Thomas’ Church of England School, Relation Education including Sex Education is an essential part of the curriculum that is offered to all the children from Reception to Year 6 following DFE regulations.

We deliver PSHE using supporting materials from SCARF. This provide a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study, SCARF is a framework which ensures a comprehensive PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

RSE is taught within the personal, social, health and education (PSHE) 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.

Across all Key Stages, pupils will be supported with developing the following skills:

• Communication, including how to manage changing relationships and emotions

• Recognising and assessing potential risks

• Assertiveness

• Seeking help and support when required

• Informed decision-making

• Self-respect and empathy for others

• Recognising and maximising a healthy lifestyle

• Managing conflict

• Discussion and group work

These skills are taught within the context of family life.

A safe environment for both staff and children will be created by making sure that the children understand their responsibilities, and yours. Teaching staff know who their safeguarding lead is and remember that if they suspect a student is at risk, they are legally bound to share this information in line with your school’s safeguarding policy to the safeguarding lead. All staff to encourage children to not disclose sensitive information in front of the whole class. Children should only share sensitive information in a suitable, one-to-one setting with an appropriate member of staff. Ensure that the teachers practice is in line with other relevant policies, such as those for e-safety and anti-bullying.

The needs of boys as well as girls can be different in some of the RSE programme. Therefore, the teaching staff will split the children appropriately. Some units will be delivered by the schools nurse to the relevant children. Also, transgender will be considered when delivering units and could be delivered on a 1:1 or small groups.

Ethnic, religious and cultural diversity***.***

PSHE will provide for all children, regardless of their cultural, racial or ethnic heritage, religion, gender ordisability. This is in line with our aim to be an inclusive community. Differentiation will be by outcome and/or input.

Varying home backgrounds

*The RSE programme recognises that pupils may come from a variety of family situations and home backgrounds. Therefore, these different families will be acknowledged in the teaching and resources used.*

Sexual Orientation

*On average, about 5% of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. The RSE programme acknowledge this and will include sensitive, honest and balanced consideration of sexuality.*

Special educational needs

*We are an inclusive school and will consider pupils with learning, emotional or behavioural difficulties or physical disabilities through the SCARF programme, teaching and the resources used.*

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children’s work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. The SCARF Programme has built in assessments within each unit.

Within the Foundation Stage, PSHE objectives are documented within ‘big books’ which include specific focussed PSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class ‘big book’ where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children’s work and the quality of teaching.

The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Implementation through resources

 Resources for SCARF are online so all teachers have access to them. There are additional resources that are stored centrally. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings, Healthy Schools and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Links to other relevant policies

• Behaviour

• Anti-bullying

• Child Protection and Safeguarding

• Online safety

 • SEND inclusion

• Healthy Schools

• Visitor

• Smoke free

Sources of Further Information

This policy has drawn on:

* DfES ‘Sex and Relationship Education Guidance’ (2000)
* Brook, Sex Education Forum and PSHE Association ‘Sex and Relationships Education (SRE) for the 21st Century’ - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
* DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

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The Little School with the Big Heart

‘With God All Things are Possible’ Matthew 19:26

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| **Year/Term** | **Autumn 1** **Me and my** **Relationships**  | **Autumn 2** **Valuing Difference**  |  **Spring 1****Keeping Myself Safe**  | **Spring 2****Rights and** **Responsibilities**  | **Summer 1****Being my Best**  | **Summer 2****Growing and Changing**  |
| **EYFS**  | What makes me special People close to me Getting help  | Similarities and difference Celebrating difference Showing kindness  | Keeping my body safe Safe secrets and touches People who help to keep us safe  | Looking after things: friends, environment, money  | Keeping by body healthy – food, exercise, sleepGrowth Mindset | Cycles Life stages  |
| **Y1**  | Feelings Getting help Classroom rules  | Recognising, valuing and celebrating difference Developing tolerance and respect  | How our feelings can keep us safe Keeping healthy Medicine Safety  | Taking care of things: My self My money My environment  | Growth Mindset Keeping by body healthy  | Getting help Becoming independent My body parts  |
| **Y2**  | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation  |  Being kind and helping others  Listening Skills  | Safe and unsafe secrets Appropriate touch Medicine safety  | Cooperation Self-regulation  | Growth Mindset Looking after my body  | Life cycles Dealing with loss Being supportive  |
| **Y3**  | Cooperation Caring friendships(Includes respectful relationships) | Recognising and respecting diversity Being respectful and tolerant  | Managing risk Drugs and their risks Staying safe online  | Skills we need to develop as we grow up Helping and being helped  |  Keeping myself healthy  Celebrating and developing my skills  | Relationships Keeping safe  |
| **Y4**  | Recognising feelings Bullying Assertive skills  | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes  | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences  | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money  | Having choices and making decisions about my health Taking care of my environment  | Body changes during puberty Managing difficult feelings Relationships including marriage  |
| **Y5**  | Feelings Friendship skills, including compromise Assertive skills  | Recognising and celebrating difference, including religions and cultural Influence and pressure of social media  | Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)  |  Rights and responsibilities  Rights and responsibilities relating to my health  Decisions about lending, borrowing and spending  |  Growing independence and taking responsibility  Media awareness and safety  | Managing difficult feelings Managing change Getting help  |
| **Y6**  | Assertiveness Cooperation Safe/unsafe touches  | Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour  | Emotional needs Staying safe online  Drugs: norms and risks (including the law)  |  Understanding media bias, including social media Caring: communities and the environment Earning and saving money  |  Aspirations and goal setting  Managing risk  | Keeping safe Body Image Self esteem  |

Relationships and Sex Education (RSE) appendix

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at St. Thomas’ C.E. Primary School. Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from.

In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet. In our school, sex education is an opportunity to answer children’s questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science.

Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls’ and boys’ bodies function and change as they grow into adults. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared.

As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6.

As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

 We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about.

Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other’s bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.