

# Elworth C of E Primary School



## Relationships and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) Policy

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Review Cycle:	2 Yearly
Reviewed By:	Mrs S. Buckley
Approved By:	Mr N. Garratt
Next review date:	August 2026
Nominated Governor:	Mr G. Lombe

## **Mission Statement**

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

## **Rationale and Ethos**

At Elworth CE Primary School, Personal, Social, Health and Economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development plays a significant part in their ability to learn and achieve and is endorsed in our school vision statement 'Love God, Love Learning, Love one another' (Matt 20: 20-24).

We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for the opportunities and experiences of life and work in modern Britain.

## **Aims**

At Elworth CE Primary School we aim to provide an education that gives children the knowledge, skills, and attitudes they need to effectively navigate the complexities of life in the 21st Century.

Our curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters that will support them in becoming confident individuals and active members of society.

## **Statutory Requirements**

This policy has been written to provide a programme of RSE and PSHE that follows the national statutory guidance and legal requirements as set down in the DFE Guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (last updated in 2021) within the ethos of a Christian school.

Our curriculum covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).

Our scheme of work supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences.

## **[SEND Policy](#)**

## **[Child Protection and Safeguarding Policy](#)**

## **[Online Safety](#)**

## **[Relationships and Behaviour Policy](#)**

## **[Mental Health Policy](#)**

## **Teaching and Learning**

At Elworth CE Primary School, our PSHE Programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

RSE is integrated within the wider themes of the PSHE curriculum and will be delivered through discrete lessons using Kapow. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, bullying and online safety. We deliver a 'spiral curriculum' of RSE, ensuring that content is relevant to the age, experience and maturity of pupils. Through cross phase liaison we ensure a consistency of approach and progression for all children.

Along with our broad and balanced curriculum there are links between PSHE and other subjects, for example, Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. Our PSHE lessons provide consistent messages throughout the age ranges including how and where to access help.

Quality PSHE and RSE teaching is an important element in helping us carry out our duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our PSHE/ RSE curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. All our lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. We use stories, scenarios, and video clips to provide the opportunity for children to engage in real life and current topics in a safe and structured way.

We try to ensure an honest and balanced approach in the handling of controversial issues. Therefore, there is flexibility in the timetable that is accounted for as objectives for PSHE education may be met outside of the allocated timetable slot. This allows us to respond to local, national and global events in an age-appropriate manner.

### **Kapow**

At Elworth we use Kapow to teach RSE and PSHE. The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

### **EYFS:**

- Self-regulation
- Building relationships
- Managing self

### **Key stage 1 and 2:**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

### **Worship**

At Elworth CE Primary School our Christian Values are: Generosity, Compassion, Courage, Friendship, Respect, Perseverance, Wisdom and Community. These are at the heart of the life and work within our school and are reflected in all areas of school life. Collective Worship, reflection and prayer is central to the school's daily life and is led by our Headteacher, Mr Neil Garratt and School Chaplain Mrs Cathryn Haughton.

### **Prayer Space**

Prayer spaces enable children and young people to explore life's questions, spirituality and faith in a safe, creative and interactive way. Children are innately curious about life. Growing up raises lots of questions, some to do with their experience, both the good and the bad and some to do with the wonders of the universe we live in. At Elworth CE Primary School prayer space days allow children to explore both ideas and experiences to help them develop their own sense of identity, self-worth, personal insight, meaning and purpose.

### **Online Safety**

At Elworth we follow an accredited E-Safety scheme of work that encompasses online activities, role play and homework activities that involve parents each half term. Each unit focuses on a particular topic that is relevant to a specific year group and enables pupils to become more aware of their digital footprint and how to deal with a range of online issues.

### **Special Themes**

At Elworth CE Primary School we have a number of immersion days and weeks throughout the school year supporting our PSHE curriculum. These include but are not limited to, Mental Health Week, Black History Month, Anti-bullying week, International Women's Day, Fairtrade week and World Faith Days.

### **Roles and Responsibilities**

#### **The Governing Board**

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

#### **The Headteacher**

The headteacher is responsible for ensuring that PSHE/ RSE is taught consistently across the school.

#### **Staff**

Staff are responsible for:

- Delivering PSHE/ RSE in a sensitive way
- Modeling positive attitudes to PSHE/ RSE
- Monitoring progress
- Responding to the needs of individual pupils

#### **Pupils**

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

## **Confidentiality**

We appreciate that the content of PSHE/ RSE lessons may prompt children to share concerns or problems that they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection and Safeguarding Policy.

## **Parents right to withdraw**

Parents do not have the right to withdraw their children from relationships education this includes learning about puberty and the changing body. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

At Elworth CE Primary School, we define sex education as 'conception' and 'human reproduction'. 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.

## **Monitoring arrangements**

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

This policy will be reviewed by Subject Lead, Mrs Sarah Buckley, every year. At every review, the policy will be approved by the governing board and the Headteacher

## **Appendix 1:**

### **RSE Curriculum coverage**

#### **In Foundation, children will:**

- Learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings
- Explore why families and special people are valuable, understand why it is important to share and develop strategies to help with this, see themselves as valuable individuals and explore diversity by recognising similarities and differences.
- Understand how to be a kind friend
- Learn about growth and change and how humans change from babies to adults

**In Year One, children will:**

- Explore how families can be different
- Understand the characteristics and impact of positive friendships
- Learn that people show feelings differently and that stereotyping is unfair.
- Learn how to respond to adults in different situations; distinguishing between appropriate and inappropriate physical contact

**In Year Two, children will:**

- Learn that families are composed of different people who offer each other care and support.
- Learn how other people show their feelings and how to respond to them.
- Develop an understanding of self-respect.
- Distinguish secrets from surprises
- Name body parts and look at the concept of privacy (**NSPCC Pants are Private**)

**In Year Three, children will:**

- Learn how to resolve relationship problems
- Learn about effective listening skills and non-verbal communication.
- Look at the impact of bullying and what action can be taken
- Explore trust and who to trust
- Learn about cyberbullying and identify unsafe digital content
- Explore influences and make independent choices

**In Year Four, children will:**

- Learn that families are varied and differences must be respected

- Understand physical and emotional boundaries in friendships
- Explore the roles of bully, victim and bystander
- Build awareness of online safety and the benefits and risks of sharing information online
- Identify the difference between private and public

**In Year Five, children will:**

- Develop an understanding of families, including marriage and what to do if someone feels unsafe in their family
- Learn that dealing with issues can strengthen a friendship
- Explore the impact of bullying and what influences a person's behavior
- Explore the emotional and physical changes of puberty, including menstruation (girls only)
- Learn about online safety
- Learn strategies to overcome potential dangers

**In Year Six, children will:**

- Learn ways to resolve conflict, through negotiation and compromise
- Learn about respect, understanding that everyone deserves to be respected
- Explore ways in which people try to gain control over someone else
- Learn about the changes experienced during puberty, including menstruation
- Learn how a baby is conceived and develops (non statutory)
- Explore personal identity and body image (non statutory)



