

A St. Michael's CE (VA) Junior School Policy



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

By God's love we all flourish together.

Reviewed by Pastoral Care Manager:	Spring 2021
Ratified by Governors	
To be reviewed:	Spring 2023

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

1.Overview

Our Personal, Social and Health Education Policy (PSHE) including Relationships and Sex Education (RSE) teaching is underpinned by the Christian values upon which our school community is based, love, faith, respect and courage. We recognise the importance of building children's independence and self-esteem, developing respect and responsibility for oneself and others. It is about the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity. Our school's approach follows that of the Church of England Education Office in that it seeks to be faith sensitive and inclusive. Everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

These subjects need to be taught sensitively with emphasis on moral considerations and the value of family life. Where possible, teaching should be complimentary to and supportive of the role of parents.

2.Policy Development

This policy was written in accordance with the statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE guidance published in July 2020. We must provide relationships education as per section 34 of the Children and Social work act 2017. Staff, parents and governors of St Michaels' CE Junior School have been consulted. We have investigated exactly what pupils want from RSE. It provides information on how we plan, deliver, monitor and review our Relationship and Sex Education (RSE) and Personal, Social and Health Education (PSHE). This is in addition to the statutory National Science Curriculum topics.

Parents will be informed of this policy through the school prospectus and it will be available to parents on the school website. They will receive a letter each year advising them of the dates of the Sex Education sessions and the content of the lessons. Parents will be proactively encouraged to view our scheme of work and the resources we will use in Sex Education. It is the right of parents to withdraw their children from part, or all of Sex Education curriculum. From September 2021 we will use resource produced by Medway Council which is endorsed by the PSHE Association.

3.AIMS

PSHE/RSE at St Michael's Church of England School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education) and how we show loving care for others (relationships education).

We aim to:

- provide a framework in which sensitive discussions can take place.
- help pupils develop feelings of confidence, self-respect and empathy.
- develop an understanding of the nature of relationships with friends and family.
- encourage awareness of safety.
- promote good health.
- be appreciative of existing relationships
- form new healthy relationships
- enjoy strong, positive, caring relationships with good boundaries, online and in person.
- prepare pupils for puberty (both physically and emotionally), and give them an understanding of sexual development and the importance of health and hygiene.
- give pupils an age-appropriate understanding of human reproduction.
- make children aware of what the Bible teaches regarding marriage and the family.
- enhance awareness of all the people who contribute to the well-being of the community.
- prepare pupils to play an active role as citizens.
- provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about substance abuse including drugs and alcohol.

4.CURRICULUM

Our curriculum was developed using the PSHE association planning tool to ensure the programme is specific for our school and pupils needs.

There are three core themes; Health and Wellbeing, Relationships and Living in the Wider World with specific topics taught in each area.

Theme:Health and Wellbeing	Theme:Relationships	Theme:Living in the Wider World
Topics: Healthy Lifestyles Keeping Safe Growing and Changing	Topics: Healthy Relationships Feelings and Emotions Valuing Difference	Topics: Rights and Responsibilities Taking Care of the Environment

Please see appendix A for more detailed information. (Please note that the learning objectives are linked to children's rights articles). From September 2021 school will use the Harper Collins scheme of work.

SEX EDUCATION

Why teach Sex Education?

We believe it is important to address this area of the curriculum as every child and young person has an entitlement to access learning that will promote their spiritual, moral, cultural, mental and physical development. We believe pupils should be prepared for the opportunities, responsibilities and experiences of later life. They need to be enabled to live safe, fulfilled and healthy lives. We want to lay the foundation for Sex Education in secondary school.

All Sex Education needs to be taught sensitively with emphasis on age-appropriate knowledge and should be complimentary to and supportive of the role of parents.

Objectives

In **Year 3** we aim to

- Teach pupils about their bodies and the differences between the sexes.
- Encourage awareness of appropriate physical contact from their peers and adults.

In **Year 4** we aim to

- Give pupils a basic understanding of human reproduction and pregnancy.

In **Year 5** we aim to

- Prepare pupils to cope with the physical and emotional challenges of puberty.

In **Year 6** we aim to

- Develop pupils understanding of the nature of relationships between partners.
- Give pupils an age-appropriate understanding of human reproduction including sexual intercourse.

5.Delivery of RSE and PSHE

PSHE and RSE lessons will be taught by Class Teachers and/or Higher-Level Teaching Assistants. Some topics will be taught discretely, however the nature of the subject means that the development of many skills e.g. collaborative skills will take place across the curriculum.

It needs to be remembered that children come from a variety of backgrounds and issues relating to religious, cultural or moral viewpoints will need to be dealt with sensitively. All lessons 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 and young carers).

Parents will be proactively encouraged to view our scheme of work and particularly the resources we will use in Sex Education lessons. It is the right of parents to withdraw their children from part, or all the Sex Education.

It is our belief that questions on Sex Education arising from the lessons will fall into one of three categories:

1. General questions which can be answered for everyone.
2. Questions where the child will be asked to come back on their own.
3. Questions where the child is referred to his/her parents.

In answering all questions, it is important that only fact is given and opinions are not expressed.

6. Roles and Responsibilities

Governing Body

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

The headteacher

The headteacher is responsible for the evaluation and monitoring of the teaching and learning and will do this via staff, parents and pupils' feedback. Modifications will be made accordingly and discussed with staff and parents before implementation.

Staff

Staff will deliver the curriculum in a sensitive way. They will model positive attitudes to RSE/PSHE. Staff will monitor progress and respond to the needs of individual pupils. They will respond appropriately to parents who wish to withdraw their children from the non-statutory components of the curriculum.

Pupils

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

7. Parents right to withdraw

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

Parents **have the right** to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the headteacher.

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

8. Monitoring Arrangements

The monitoring of PSHE/RSE is carried out by the headteacher.

The policy will be reviewed every two years by the Pastoral Care Manager and approved by the governing body and head teacher.

Appendix A: PSHE/RSE Scheme of Work

Overview

Autumn 1&2	Spring 1&2	Summer 1&2
Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Topic Areas: Healthy Lifestyles Keeping Safe Growing and Changing	Topic Areas: Healthy Relationships Feelings and Emotions Valuing Difference	Topic Areas : Rights and Responsibilities Taking Care of the Environment Money

Autumn 1 & 2 – Learning Objectives

Health and Wellbeing – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
<p>H3 To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. – Article 24</p> <p>H6 To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings. Cont.. Article: 12</p> <p>H12 To know that bacteria and viruses can affect health and that following simple routines can reduce their spread. Article: 24</p> <p>H15. To know school rules about health and safety, basic emergency aid procedures, where and</p>	<p>H1 To know what positively and negatively affects their mental health. Articles: 4 & 19.</p> <p>H2 To know how to make informed choices (including that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle Articles: 19, 24 & 27.</p> <p>H8 To learn about change including loss, separation, divorce and bereavement. Articles: 5 & 18</p> <p>H21 To have strategies for keeping physically and emotionally safe including road, rail, water and fire safety. Articles: 24 & 27.</p>	<p>H4 To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Article 13, 17 & 19.</p> <p>H7 To recognise that they experience conflicting emotions and when they might need to listen to or overcome these.</p> <p>H9 To differentiate between the terms, risk, danger and hazard. Article: 37 & 39</p> <p>H11 To recognise how their increasing independence brings responsibility to keep themselves and other safe. Article: 11 & 39</p> <p>H15. To know school rules about health and safety, basic emergency aid procedures, where and how to get help. Article 29</p>	<p>H13 To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people they know or the media. Article: 13, 17 & 19.</p> <p>H14 To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. Article: 24.</p> <p>H17 To know which, why and how, commonly available substances and drugs (including alcohol, tobacco, and energy drinks) can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use</p>

<p>how to get help. Article 29</p> <p>H23 To know about people who are responsible for helping them stay healthy and safe; how they can help these people to help them stay safe. Article 1, 18, 20 & 26.</p>		<p>H18 To know how their body will, and their emotions may, change as they approach and move through puberty. Article 29 STM/SE</p> <p>H24 To responsibly use mobile phones: safe keeping and safe user habits. Article: 11 & 39.</p>	<p>and give to others. Article: 24</p> <p>H20 To know about taking care of their body, understanding that they have a right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse and are a crime, and develop skills and strategies required to get support if they have fears for themselves or their peers. Article: 33, 34, 36, & 39.</p> <p>H25 To know how to manage requests for images of themselves or others; what is appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. Article: 16</p> <p>H22 To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Article 34</p>
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Spring 1 & 2 – Learning Objectives

Relationships – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
<p>R4 To recognise different types of relationships, including those between acquaintances, friends, relatives, and families. Articles: 4, 5, 15 & 18.</p> <p>R7 To understand how their actions affect themselves and others. Article: 40</p> <p>R 8 To judge what kind of physical contact is acceptable or unacceptable and how to respond. Articles: 31, 32, 27 & 40</p> <p>STM/SE. To learn about the differences between the sexes and to be aware of appropriate physical contact from adults and peers.</p> <p>R13 To learn about differences and similarities but understand everyone is equal. Articles: 1 & 2</p> <p>R.14 strategies to resist teasing or bullying, if they witness or experience it, whom to go to and how to get help. Articles 2 & 19</p>	<p>R2 To recognise what constitutes a positive, healthy relationship and to develop skills to form and maintain them. Articles: 15, 36 & 39</p> <p>R9 To develop the concept of ‘keeping something secret’ when we should not agree to this and when it is right ‘to break a confidence’. Articles: 2, 15, 19, 36 & 39.</p> <p>R21 To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates, and others; and that we all have rights to privacy. Article: 16</p> <p>R.14 strategies to resist teasing or bullying, if they witness or experience it, whom to go to and how to get help. Articles 2 & 19</p>	<p>R3 To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Articles: 34, 36, 37 & 42</p> <p>R5 & 19 To understand that civil partnerships and marriage are examples of stable, loving relationships where people of a legal age make a legal commitment. To understand that two people who love and care for one another can make a commitment and not be married or in a civil partnership. Article: 39</p> <p>R12: To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Articles 2 & 19</p> <p>R.18 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, trolling, how to respond and ask for help. Articles 2 & 14</p>	<p>R10 To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary, challenge their points of view. Article: 12 & 40</p> <p>R17 To understand the differences between, and terms associated with, sex, gender, identity and sexual orientation. Articles: 2, 6 & 12.</p> <p>R.18 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, trolling, how to respond and ask for help. Articles 2 & 1</p>

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Summer 1 & 2 – Learning Objectives

Living in The Wider World – over 6 lessons			
Year 3	Year 4	Year 5	Year 6
<p>L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Articles: 1& 2</p> <p>L4 To know that these universal rights are there to protect everyone and have primacy both over national law and community practises. Articles: 3,9 &12</p> <p>L 9 To understand what being part of a community means, and about the varied institutions that support communities locally and nationally. Articles: 9 & 18</p>	<p>L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Articles: 1& 2</p> <p>L10 to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. Articles 12 & 15</p> <p>L11 to appreciate the range of national, regional, and ethnic identities in the UK. Articles 15 & 30</p> <p>L16 to know what is meant by enterprise and begin to develop enterprise skills. Article 28</p> <p>STM/SE. To have a basic understanding of human reproduction and pregnancy</p>	<p>L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Articles: 1& 2</p> <p>L2 to know why and how rules and laws that protect them, and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Articles 3,6 & 42</p> <p>L6 to realise the consequences of anti-social, aggressive, and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves and others at risk. Articles 14,15 & 40</p> <p>L12 to consider the lives of people living in other countries, and people with different values and customs. Articles 13 & 30</p>	<p>L3 to understand that there are basic human rights shared by all peoples and societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Articles: 1& 2</p> <p>L13 to know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer, Articles 26 & 27</p> <p>L14 to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and tax e.g. their contribution to society by paying VAT. Articles 26 & 27</p> <p>L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can mis-represent or mislead; the importance of being careful what they forward others. Article 17</p>

		<p>L15 to know that resources can be allocated in different ways and that these economic choices affect individuals, communities, and sustainability of the environment across the world. Articles 6 & 24</p> <p>L17 to explore and critic how the media present information. Article 36</p>	<p>H19. To know about human reproduction. Article 28 STM/SE</p> <p>STM/SE to develop an understanding the nature of relationships between partners.</p>
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Appendix B: Parent Form – withdrawal from sex education within RSE

To be completed by parents	
Name of child	Class
Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	

To be completed by school	
Agreed actions from discussion with parent/s	
Staff signature	