

To enable every child and adult within Chapmanslade School to be the very best version of themselves by attending regularly, participating fully, applying themselves consistently, communicating respectfully and succeeding joyfully.

Chapmanslade CE VA Primary School
PSHE and RSE Policy

Rationale

An important part of the ethos of Chapmanslade School is to recognise and protect the ages of 4 to 11 as a distinct and precious part of childhood. We seek to protect innocence whilst actively preparing our pupils for the next stage of their education. As such, Chapmanslade School believes that it has a moral duty to encourage sensitive discussion around relationships, values, bodies and emotions, and to impart accurate facts about puberty and sex in an age-appropriate way. Our social, health, relationships and sex education programme is tailored to the age and the physical and emotional maturity of our pupils. We ensure that as they transition to secondary school, our pupils understand the changes that adolescence brings, including menstruation, and have an accurate understanding of how a baby is conceived and born within the context of committed joyful relationships. We believe that this knowledge is essential for a successful transition to secondary school, and that such sensitive information should be learned from trusted knowledgeable adults rather than acquired from peers, or from the internet.

Aims

This policy aims to ensure that governors, staff, parents and pupils are provided with a clear understanding of how PSHE and RSE are taught at our school, which elements are statutory, and when it is permitted to withdraw a pupil from a lesson.

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the Christian community.

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.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, participating and contributing fully to the life of our school and community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. This in turn helps them reflect on their experiences and understanding of how they are developing personally and socially; tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

As a Church of England School, our children 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.

At Chapmanslade Primary School, we have a two-year cycle for our PSHE curriculum and have discrete PSHE lessons, as well as filtering the skills throughout many aspects of school life.

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 the next stage of their education and future adult lives. This is achieved by supporting them through their physical, emotional and moral development,

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and helping them to understand themselves, respect others and form and sustain healthy relationships.

Implementation through Teaching and Learning

At Chapmanslade Primary School PSHE (Personal, Social, Health & Economic Education) and RSE (Relationship & Sex Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

The National Curriculum Framework states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory guidance.

At Chapmanslade Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. Our PSHE including RSE education provision is mapped and planned effectively in a spiral programme. This is delivered through discrete curriculum time, assemblies, class discussions/circle time and as and when issues arise. Time is dedicated within the curriculum to meet the needs of the children and through extra-curricular activities.

Chapmanslade Primary School delivers this programme of study using Twinkl Life. Twinkl Life brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Twinkl is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six themes in Twinkl that are designed to progress in sequence from September to July. Each theme has two learning intentions. One is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today). The other is based on emotional literacy and social skills. The Twinkl programme of study is relevant to children living in today's world as it helps them understand and equips them to cope with issues like body image, cyber and homophobic bullying, and internet safety. The teaching of PSHE is implemented by a programme of study that is bespoke to our school and all our children. The three core themes of our PSHE programme of study focus on Relationships Education, Health Education and Living in the Wider World.

Relationships Education

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

Health Education

Mental wellbeing

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- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Living in the Wider World

- Shared responsibilities
- Media Literacy and digital resilience
- Economic wellbeing: Aspirations, work and career

Objectives

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active and respectful citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The school seeks to provide a safe, secure learning environment for PSHE that enables our pupils to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident and successful young people.

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 enable this, each class teacher agrees 'ground rules' with the class at the beginning of the year:

The PSHE Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to remain silent
- We have a responsibility to contribute
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral aspect of daily planning, teaching and learning:

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Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school.

Children take part in circle time and discuss topics and themes that are at an age-appropriate level. Teachers look at the three core themes and take aspects of these to inform their planning.

PSED is a fundamental building block in a child's development and underpins the entire curriculum.

British Values

British Values are promoted to ensure that our children leave school prepared for life in modern Britain. We promote 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 collective worship 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.

Relationships and Sex Education

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the science national curriculum. The elements within the science curriculum include the main external body parts, the human life cycle and reproduction in plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

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 Chapmanslade 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.

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The Role of Parents/Parental Right of Withdrawal

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. The following is a useful guide for parents which details this approach:

‘Understanding Relationships and Health Education in your child’s primary school: a guide for parents’

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

In promoting this we will:

- Inform parents about the school’s RSE policy and practice.

- Provide opportunities to view lesson plans and resources used in the RSE programme.

- Answer any questions that parents may have about RSE for their child.

- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school’s PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education are invited to talk with the class teacher, the PSHE coordinator or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request must be made in writing to the headteacher. It will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

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 trusted adults within school 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

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conceived as set out in the human life cycle unit in the National Curriculum for science. Furthermore, sex education at Chapmanslade seeks to 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. We acknowledge we have a responsibility to prepare children for this and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now common for children to start their periods whilst in primary school even in year 4.

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 and 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. We know from experience that most young children are open and relaxed about asking questions – it is what we encourage in all other areas of the curriculum! 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 of preventing children from becoming embarrassed by the topic. We also believe that teaching children the correct anatomical names for their body parts can increase a child's self-confidence in creating a positive body image and help to safeguard children when describing themselves.

Delivery

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

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 without shame or embarrassment. 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 or support that particular children may require with certain sensitive topics. We believe this makes them ideally placed to deliver the material appropriately to all children in their class.

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Safeguarding, Confidentiality and Child Protection Issues

Teachers are trained in safeguarding procedures and are aware that these procedures must be followed immediately when a disclosure has been made. Sometimes it is clear that certain children may need time to talk one-to-one after the PSHE or RSE lesson ends,. This time will be allowed and children have access to our Emotional Literacy Support Assistant (ELSA).

Usually, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if an adult in school believes that a child is at risk or in danger, she/he will follow the school's Safeguarding and Child Protection policy and escalate the concern to the Designated Safeguarding Lead (Mrs Chapman).

All staff members are familiar with this policy and know the identity of the members of staff with responsibility for child protection issues. The adult will explain to the child concerned that he/she is unable to maintain confidentiality because they are concerned for the child's safety.. The child will be supported by the teacher throughout the process.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are prepared to handle personal issues arising from lessons. Any disclosures made in a group or individual setting will be dealt with sensitively and followed up appropriately.

Potential disclosures could be of a sensitive or controversial nature because they have a political, social or personal impact or deal with values and beliefs. The source of these disclosures may arise from family lifestyles and values, physical and medical issues, financial issues or bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention that they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by either their class teachers or their peers.

Answering Difficult Questions

Staff members are aware that views around PSHE can be varied. However, while personal views are respected, all aspects of PSHE are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to build their own informed opinions but also respect that others have the right to a different opinion. Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that the professionalism of individual teachers allows them to use their skill and discretion in this area and refer to a Safeguarding Lead if they are concerned.

Differentiation and SEND

Twinkl Life is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each piece to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities

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that allow children to choose the media with which they work and give them scope to work to their full potential.

Assessment and Recording

Teachers assess the children's learning in our PSHE lessons by making informal judgements as they observe them during lessons and their conduct in and around school. Teachers will share learning objectives and success criteria with pupils to enable them to self-assess their learning. Where appropriate, pupils may choose their own success criteria.

Teachers have clear expectations of what the pupils will know, understand and be able to do by the end of each Key Stage. Assessment also offers the children the opportunity to reflect on their own progress. Teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus, for example, children's listening skills, or their empathy. Quizzes may be used before and after a unit of work to aid assessment.

Pupils will record their learning in PSHE books to the same high standard that they record all of their work. They will also complete a write and draw activity at the beginning and end of each unit. The progression of skills and children's knowledge will be demonstrated between the first and last write and draw pieces of learning.

Monitoring and Evaluation

All teachers are responsible for the implementation of this policy. The PSHE & RSE curriculum leader monitors the delivery of the programme through a range of measures, including:

- Observation of lessons (where appropriate and not disruptive to sensitive discussions);
- discussion with teaching staff;
- number of requests to withdraw a pupil;
- work scrutiny;
- pupil conferencing, or pupil consultation through school council,

to ensure consistent and coherent curriculum provision, and reports to the headteacher. The effectiveness of the programme of study will be evaluated by taking in a broad range of evidence over time. The link governor will report annually on the evaluation of this subject to the full governing board.

Policy Links

This policy should be read in conjunction with the Chapmanslade School Behaviour policy, Safeguarding and Child Protection policy and Anti-bullying policy

Review

This policy is statutory and will be published on our school website.

Approved March 2021

Next review March 2022