

Luckington Community School

Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) Policy 2022



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Reviewed: September 2022	Ratified by FGB: October 2022 Next Review: September 2023

1. Context and Rationale

This policy covers Luckington Community Primary School's approach to:

- Personal, Social and Health Education (PSHE)
- Relationships and Sex Education (SRE)

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver relationships education in primary schools. The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

From early 2019 into late 2020 we carried out a consultation with parents with the aim of ascertaining the right direction for our approach to Sex Education. It was overwhelmingly agreed that Sex Education should be a part of our PSHE/RSE provision and that a curriculum that builds knowledge and skills year on year, beginning in EYFS, is the best way to do this.

The skills and knowledge progression we have created for PSHE/RSE reflects this parent consultation as well as conversations with staff, governors and the school council. To support this, we teach using materials recommended by the PSHE Association. The policy will be reviewed at least every two years, but it is vital that it reflects the world we are living in at any given point.

As a community we believe that to be happy and successful, the skills and knowledge learned in PSHE/RSE are fundamental. Our aim is to ensure that all children are knowledgeable, rational and empathetic and develop a mature approach to making decisions in their personal lives. This is underpinned by our School Values.

Parents have the right to withdraw their child from the Sex Education component of RSE and the school will respect their final decision. To ensure that the parent is well informed, the PSHE coordinator will meet with the parent to discuss their concerns and share teaching materials

2. Policy Availability

Parents and carers will be sent electronic copies of this policy and can request physical copies if they wish. The policy is also available on our website, along the Skills and Knowledge Progression and some sample lesson materials. It is available in larger print and we are more than happy to talk to parents through the policy if it helps.

In the weeks leading up to the teaching of a Sex Education unit, parents will be notified, giving them the time to ask the school any questions and to look at any teaching materials in advance.

3. Intent

Our school's overarching curricular aims are to:

- ensure that all children have the skills and knowledge they need to start secondary school confidently.
- ensure that all children have an understanding of how to keep themselves safe, happy and healthy, both physically and mentally.
- ensure that all children develop into proactive, empathetic and positive members of the local, national, international and online community.
- ensure that all children have an embedded set of values on which they base their decisions and actions in life.

Therefore PSHE/RSE play a vital part of achieving this and the aim of PSHE/RSE can be summarised thus:

"to ensure that all children are knowledgeable, rational and empathetic and develop a mature approach to making decisions in their personal lives."

This is all underpinned by our set of School Values: Resilience, Respect, Honesty, Positivity, Reflection, Compassion and Forgiveness.

4. Implementation

3.1 Timetabling and structure

We allocate at least one hour a week to PSHE/RSE; this is often supplemented with 'Circle Time' where the need arises. Our weekly assemblies cover our school values which are intrinsically linked to the intent of our PSHE/RSE curriculum. RSE is incorporated within the PSHE curriculum, due to the overlap in content. Both areas are an extremely important part of working towards our overarching curricular intent as they are intrinsically linked to our School Values.

Lessons take a number of forms, for example, some may simply be discussion based and recorded using 'floor books'. These allow the class to look back on previous discussions and topics.

We make the use of planned enrichment activities as often as possible. For example, over the past few years we have had visits from the NSPCC, Wiltshire Air Ambulance, Virtual Anti-Bullying Workshops, Dementia Friends, Guide Dogs UK. Our Year 5 and 6 children also visit the Bristol Life Skills Centre at least once before they leave us.

PSHE/RSE are intrinsically linked to other areas of the curriculum, for example, online safety is also looked at through computing and healthy eating is taught in DT.

3.2 Core principles

Because PSHE and RSE are often about pupils' real life experience it is essential to:

- establish a safe learning environment
- ensure that ground rules and confidentiality are understood and adhered to by children and adults
- be mindful of the school's Safeguarding and Child Protection policy given that the content may prompt pupils to indicate that they are in some way vulnerable.

PSHE/RSE is taught in line with our Teaching and Learning policy. In addition to this, these further aspects of quality first teaching in PSHE and RSE are outlined below:

- the content should be accessible and challenging to all groups of pupils regardless of ability, maturity or personal circumstances (eg. faith, sexual orientation, gender identity, culture)
- lessons should encourage active engagement in learning rather than passively receiving information
- it is not the teacher's responsibility to impose their own beliefs on the children; pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills
- the skill of critical reflection is at the heart of teaching PSHE and RSE

3.3 Content

Our primary source of teaching materials are those recommended by the PSHE Association (of which we are a member) and in the most part, the topics that we cover are too. We have adapted the recommended topics and approach to meet the needs of the children at Luckington whilst meeting the requirements of the National Curriculum. For RSE we use the 'Medway Public Health Directorate Scheme of Work for Relationships and Sex Education'.

PSHE/RSE are taught through a spiral programme, with learning organised into a series of recurring themes, each lasting around one half term. At each encounter, the level of demand increases and learning is progressively deepened. This avoids PSHE education becoming a string of 'topics' or 'disconnected issues'.

The main areas of study are:

Health and Well-being	Relationships	Living in the Wider World
• Physical Health • Mental Health • Ourselves, Changing and Growing • Keeping Safe (Alcohol, Drugs and Tobacco)	• Families and Positive Relationships • Friendships • Managing Hurtful Behaviour/Bullying • Safe Relationships • Respecting Self and Others	• Shared Responsibilities • Communities • Media Literacy/Digital Resilience • Economic Wellbeing: money • Economic Well-Being: work and aspirations

These areas of study begin in EYFS and progress all the way through to Year 6.

We have developed a Skills and Knowledge Progression that combines PSHE and RSE, so that the foundations introduced in EYFS are built upon year after year. Class teachers

record which children have met the objectives each term, meaning that we keep track of strengths and areas for development.

To provide children with further provision in this area, our Emotional Literacy Support Assistant (ELSA) is trained to support any children who need it.

3.4 Parents Role

PSHE and RSE are strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers and our policies and subject coverage are available online. In the lead up to a unit of work related to sex education, we will inform the parents and give them an opportunity to see the materials that we will use.

3.4 Dealing with sensitive and controversial issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Our teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. We will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. At Luckington we 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 their class teachers or their peers.

3.5 Answering difficult questions

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from 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 individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. Our RSE provision

should allow us to be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

5. Impact

5.1 Assessment

The behaviour and attitudes of our children is one measure of the impact of our PSHE and RSE curriculum. Behaviour logs, attendance data, presence of positive learning behaviours are all good indicators of a successful curriculum.

We also track the children's progress in this area using end of unit assessment tasks. These are part of the natural sequence of lessons: a task that is designed to measure the knowledge and skills that have been studied over the unit. For example, if the children have been learning about personal finances, they may create an information book on looking after your money.

5.2 Leadership, training and monitoring

Our PSHE/RSE lead teacher will monitor the effectiveness of our provision. Formal monitoring will be carried out on a yearly basis. It is very important that our PSHE/RSE provision remains relevant, as more than any area of the wider curriculum, it reflects the world that we are living in. The policy itself will be reviewed every 18 months to two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the current DfE advice and guidance.

Staff undertake regular training in PSHE/RSE. The PSHE Association and Wiltshire Council provide ongoing support in this area.

6. Diversity and Inclusion

As a school we are committed to promoting the understanding of the principles and practices of equality - treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Our PSHE/RSE curriculum meets the needs of all pupils, including those with special educational needs and disabilities. We also bear in mind that the pupils in any school have a diverse set of life experiences. We ensure that our PSHE/RSE curriculum is accessible to everyone by:

- differentiating lessons to suit the needs of all learners
- adapting our provision to suit the needs of a particular group of learners
- communicating clearly with parents, ensuring that any parents who need extra support are given it