



# CHRIST CHURCH CE PRIMARY SCHOOL

## PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY



## 1. Statement of intent

At **Christ Church CE Primary School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We deliver this curriculum within our Personal, Social Education curriculum.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## 2. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following: Section 80A of the Education Act 2002

- Children and Social Work Act 2017
- **[Draft regulations]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- **[Draft statutory guidance]** DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science Programmes of Study: key stages 1 and 2'
- The Equality Act 2010

This policy operates in conjunction with the following school policies and guidance documents:

- ***Child Protection and Safeguarding Policy***
- ***Behaviour Policy***
- ***SEND Policy***
- ***Inclusion Policy***
- ***Equal Opportunities Policy***
- ***Anti-Bullying Policy***
- ***E-safety Policy***
- ***Valuing All God's Children CofE 2019***
- ***DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019***

### **3. Roles and Responsibilities**

#### **3.1 Governance**

The Local Academy Committee and Trustees of faith academy trusts have wider responsibilities in relation to maintaining and developing the religious ethos of the schools. As well as fulfilling their legal obligations, the committees and trustees should also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with send
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### **3.2 The Headteacher is responsible for:**

- Overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a two-yearly basis.

#### **3.3 Relationships and Health Education Subject Leader, including PHSE (RHE Leader) is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring school meets its statutory requirements in relation to the RHSE curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

#### **3.4 Teachers are responsible for:**

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE Leader to evaluate the quality of provision.

#### **3.5 SENCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

## 4. Curriculum

### 4.1 Organisation

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this policy, **“Relationships and Health Education”** is defined as teaching pupils about:
  - healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, **“Health Education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s **PSHE Curriculum**.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### 4.2 Delivery

- The relationships and health curriculum will be delivered as part of our PSHE Curriculum.
- Through effective organisation and delivery of the subject, we will ensure that:
  - Knowledge is sectioned into units of manageable size and delivered in a carefully sequenced way, within a planned scheme of work (see curriculum coverage information).
  - Content is communicated to pupils clearly and teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils’ needs.
- Classes may be taught in a variety of groups (including gender) dependent upon the nature of the topic being delivered at the time and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- External experts may visit and deliver aspects of the curriculum in line with this policy and Safeguarding Policy.
- Appropriate resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils with careful thought to use of images. The E-Safety Policy will support the use of technology within any learning.
- Teachers will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil’s age.
- Pupils will be taught about the different family units which comprise our society and about valuing all members of our community

- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. We celebrate diversity in all its forms.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the RHE Subject Leader and SLT before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative. Such topics would not be suitable for discussion with all children and safeguarding concerns would be duly noted and acted upon, if appropriate.
- Whilst there are no formal examinations for the RHE curriculum, the school will undertake informal assessments to determine pupil progress in line with the school Assessment Policy.

#### **4.3 Curriculum Links**

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. RH education will be linked to the following subjects in particular:

- **Science** – as part of the Y5 curriculum, pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions, incorporating British Values.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- Our PSHE curriculum (which includes RHE) is drawn from the Coram Life Education SCARF resources, produced in association with the PSHE Association.
- In the Autumn Term 2022 we started to deliver the myHappyMind programme across school, which links to and supports our PSHE curriculum.

#### **4.4 Sex Education Curriculum Coverage**

Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

**(These are highlighted in gold on the curriculum coverage documents.)**

In line with our long-standing SRE Policy (see Appendix), we deliver lessons linked to the Science content in Year 5 and in Year 6, pupils work with a trained professional to learn about the changes their bodies experience during puberty. At other times, during their time at school, questions which may arise

concerning sexual relationships are responded to using correct vocabulary and an intimate relationship is regarded as being a natural part of a loving, committed relationship.

## 5. Working with Parents

- The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in
- The school works closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum and can share views at any time.
- Parents are provided with the following information:
  - The content of the relationships, sex and RSHE curriculum
  - The delivery of the RSHE curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

## 6. Equality and Accessibility

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their age, sex or sexual orientation, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The Equality Act 2010 allows school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic.
- In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## 7. Withdrawing from the subjects

- Relationships and health education are statutory at Primary and parents **do not** have the right to withdraw their child from the subjects.
- Sex education is not statutory at primary level (other than the science curriculum aspects) and parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- The headteacher will automatically grant withdrawal requests, however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The headteacher will discuss with the parent, the benefits of this important education and any adverse effects that withdrawal may have on the pupil e.g. social and emotional effects of being excluded.
- The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- The parent will be informed in writing of the headteacher's decision.
- Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## 8. Behaviour

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Pupils know to speak to a trusted adult and share their concerns, which will be acted upon.

- Any bullying incidents caused as a result of the RSH curriculum, will be dealt with as seriously as other bullying incidents within the school following the processes in our Behaviour Policy and Anti-Bullying Policy.

#### **9. Staff training**

- All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the RHE curriculum and associated updates in line with KCSIE / DfE updates.

#### **10. Confidentiality**

- Confidentiality within the classroom is an important component of RSH education, however, teachers will alert the headteacher /DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

#### **11. Monitoring Quality**

- The RHE/PSHE Subject Leader is responsible for monitoring the quality of teaching and learning in line with the school's policies and school improvement priorities.

Completed June 2020, updated following parent consultation Jan 2021.

S.Howard

Reviewed September 2022

## 12. Relationships Education Overview (Statutory 2020)

### FAMILIES AND PEOPLE WHO CARE FOR ME

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### CARING FRIENDSHIPS

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### RESPECTFUL RELATIONSHIPS

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### ONLINE RELATIONSHIPS

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### BEING SAFE

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

### 13. Relationships Education Curriculum Coverage

	RELATIONSHIPS		
	Families & Friendships	Safe Relationships	Respecting Ourselves & Others
<b>EYFS</b>			
<b>1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
<b>2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
<b>3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
<b>4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
<b>5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice & discrimination
<b>6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

*(Y1-Y6 Taken from PSHE Association 2020)*

## 14. Health Education Overview (Statutory 2020)

<b>MENTAL WELLBEING</b>
<ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.</li><li>• The scale of emotions that humans experience in response to different experiences and situations.</li><li>• How to recognise and talk about their emotions, including having a varied vocab of words to use when talking about their own and others' feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• How isolation &amp; loneliness can affect children &amp; that it's important they discuss feelings with an adult &amp; seek support.</li><li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.</li><li>• That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>INTERNET SAFETY AND HARMS</b>
<ul style="list-style-type: none"><li>• That for most people, the internet is an integral part of life and has many benefits.</li><li>• About the benefits of rationing time spent online.</li><li>• The risks of excessive time spent on electronic devices.</li><li>• The impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• How to consider the effect of their online actions on others.</li><li>• How to recognise and display respectful behaviour online.</li><li>• The importance of keeping personal information private.</li><li>• Why social media, some computer games and online gaming, for example, are age-restricted.</li><li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.</li><li>• Where and how to report concerns and get support with issues online.</li></ul>
<b>PHYSICAL HEALTH AND FITNESS</b>
<ul style="list-style-type: none"><li>• The characteristics and mental and physical benefits of an active lifestyle.</li><li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.</li><li>• The risks associated with an inactive lifestyle, including obesity.</li><li>• How and when to seek support, including which adults to speak to in school if they are worried about their health.</li></ul>
<b>HEALTHY EATING</b>
<ul style="list-style-type: none"><li>• What constitutes a healthy diet, including an understanding of calories and other nutritional content.</li><li>• The principles of planning and preparing a range of healthy meals.</li><li>• The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.</li></ul>
<b>DRUGS ALCOHOL AND TOBACCO</b>
<ul style="list-style-type: none"><li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ul>
<b>HEALTH AND PREVENTION</b>
<ul style="list-style-type: none"><li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li><li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>• The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.</li><li>• Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>• Personal hygiene &amp; germs, inc. bacteria and viruses, how they are spread and treated, &amp; importance of hand washing.</li><li>• The facts and science relating to immunisation and vaccination.</li></ul>
<b>BASIC FIRST AID</b>
<ul style="list-style-type: none"><li>• How to make a clear and efficient call to emergency services if necessary.</li><li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
<b>CHANGING ADOLESCENT BODY</b>
<ul style="list-style-type: none"><li>• Key facts about puberty &amp; changing adolescent body, particularly from age 9-11, including physical &amp; emotional changes.</li><li>• About menstrual wellbeing and key facts relating to the menstrual cycle.</li></ul>

## 15. Health Education Curriculum Coverage

	HEALTH AND WELLBEING		
	Physical Health & Mental Wellbeing	Growing And Changing	Keeping Safe
<b>EYFS</b>			
<b>1</b>	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>2</b>	Why sleep is important; medicines & keeping healthy; keeping teeth healthy; managing feelings & asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>3</b>	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>4</b>	Maintaining a balanced lifestyle; oral hygiene and dental care	Recognising changing feelings and emotions; considering differences in others, accepting and celebrating difference	Medicines and household products; drugs common to everyday life
<b>5</b>	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing: Human reproduction and birth (Science) Life-cycles of humans and other living things	Keeping safe in different situations, inc. responding in emergencies, first aid and FGM
<b>6</b>	What affects mental health & ways to take care of it; managing change, loss & bereavement; Managing time online	Increasing independence; managing transition; Physical & emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

(Y1-Y6 Taken from PSHE Association 2020)

## **In Nursery and Reception pupils learn from within the Early Learning Goals:**

### Personal, Social and Emotional Development (PSED)

#### Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### Self-Confidence and Self-Awareness

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

### Physical Development (PD)

#### Health and Self-Care

Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Understanding the World (UtW)

#### People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## **Appendix 1: SRE Policy**

### **Christ Church CE Primary School, Walshaw Sex and Relationships Education Policy (SRE)**

#### **Part of PSHE/RHE Policy**

##### **1. Introduction ( Ethos and SRE Context)**

At Christ Church C.E. Primary, we aim to create an ethos where children have respect for others, where they are encouraged, praised, find fairness, security, approval, acceptance and friendship and where every effort is made to cater for their individual needs.

We believe that children have an entitlement to learn about sex and relationships as part of the wider Relationships, Sex and Health Education (RSHE) provision. We acknowledge the vital role of the whole school community and seek to support them through ongoing consultation and by ensuring that the policy reflects their views.

Our school aims, values and ethos statement underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We define Sex and Relationships Education as learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the understanding of sexuality, sexual health and puberty.

##### **2. Aims and Objectives**

Our aim is to provide an effective SRE programme which meets the needs of all our pupils and teach children about:

- The physical development of their bodies as they grow into adults
- The human reproductive system
- Respect for their own bodies and keeping themselves safe
- The importance of family life (and that having children should occur within a committed, long-term and loving relationship)
- Moral questions
- Relationship issues
- Respect for the views of other people
- Who they can talk to, to discuss any concerns or worries

Specific lessons about puberty will only occur in Upper Juniors and be factual about body changes.

##### **3. Confidentiality**

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures. The staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the child feels supported but not gossiped about. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with through the school's Child Protection Procedures, which are in line with our MAT and local Authority Safeguarding procedures. The school staff are aware of the Confidentiality Policy and it is available for parents to refer to. Concerns will be recorded on our CPOMS system.

#### 4. **Specific Questions and Issues**

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, children's questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate i.e. questions about a teacher's personal life or of a sensitive nature, therefore 'ground rules' for discussion will be set.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Staff understand that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some circumstances certain questions will require parental involvement. (An opportunity for questions to be asked anonymously e.g. a 'gold box' will be provided, during lessons which may cause a child to have sensitive questions to ask).

We acknowledge that in raising sexual awareness and safety issues there is a possibility that disclosure of sexual abuse may occur. Any such disclosures will be dealt with through the school's Child Protection Procedures.

If issues are raised, such as contraception, homosexuality, same sex relationships, abortion, they will be dealt with factually, using the correct language and terminology, sensitively and with a Christian ethos in mind.

The Church of England have produced a number of documents to support teaching in schools, including Valuing All God's Children ([https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf))

#### 5. **Working with Parents**

The school is well aware that an important role in children's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's SRE policy and practice
- Answer any questions that parents may have about the SRE of their child
- Take seriously any issue that parents raise with teachers or Local Academy Partners about this policy or the arrangements for SRE in the school
- The Scheme of Work is available to all parents and whenever possible, they will be informed of any specialist educators and the involvement of other agencies, e.g. the Health Service, who may be involved in the delivery of the Scheme of Work (The Scheme of Work is being updated from September 2020, to comply with all the elements of RSHE).

Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school, except that which forms part of the Science N.C. If a parent wishes their child to be withdrawn from certain SRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The school always complies with the wishes of parents in this regard.

#### 6. **Organisation**

SRE Subject Lead: Mrs. S. Howard

The named Partner is: Mr A Gundry

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#### 7. **Teaching Methods and Approaches**

The SRE content is delivered as part of the PSHE/RHE curriculum, the content of which we follow using the Coram Life/SCARF resources, in conjunction with the PSHE Association.

PSHE lessons occur weekly for each class.

Specific input for Y6 pupils regarding puberty, is delivered in conjunction with the School Health Advisors (School Nurses). They are also available to support with other aspects of the curriculum as needed.

## **8. Staff Training**

Staff are regularly updated by the Subject Lead. Staff access training and support from the Life Education van visits and the Coram/Scarf resources, which form the basis of our scheme of work. Input is often received from the School Health Advisor and Nurse.

## **9. Content**

The Learning Objectives for SRE have been identified and the opportunities for teaching them decided, as appropriate to the Key Stages. This is our Scheme of Work. Each teacher has a copy of the Scheme of Work and it is available on request. It is incorporated into the PSHE/RHE curriculum that we are following from September 2020.

## **10. Review, Monitoring and Assessment**

The Local Academy Committee monitors our SRE policy within the rolling programme of policy review. They give serious consideration to any comments from parents about the SRE programme, and make a record of all such comments.

The class teacher is responsible for delivering the Scheme of Work and assessing the effectiveness of the teaching and learning within their class. Pupils are involved in this process. The Headteacher has the responsibility to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach successfully and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to Partners, when requested, on the effectiveness of the policy.

The coordinator's role is; to have an overview of the delivery of the SRE curriculum within the PSHE/RHE curriculum, by monitoring teacher's planning, through discussion and advice; to suggest amendments to the Scheme of Work; gain feedback from staff about the success of the delivery of the Scheme of Work; and to facilitate assessment for learning.

## **11. Safeguarding Children**

Refer to 3,4,5

## **13. Disseminating the Policy**

All staff members, parents and Partners will receive a copy of the policy. The policy is also available on the school website. Parents and staff had an opportunity to read the draft policy in Summer Term 2 2020 and feedback on the content.

## **14. Reviewing the Policy**

A review needs to consider the effectiveness and relevance of the policy and identify and make any additions or updates needed. This will happen regularly and as part of the overall PSHE/RHE curriculum.

Policy agreed by Governors May 2017

Updated January 2020

**Appendix 2: see CofE Charter for Faith Sensitive and Inclusive RSE 11/19**