

Kirk Smeaton Church of England Primary School
Personal, social, health and economic education Policy and
Relationships and Sex Education Policy



November 22

Aims and Key Principles

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHCE curriculum. Personal, social, health and economic education (PSHCE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to 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.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose;
- Value self and others;
- Form healthy and positive 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 citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

Content PSHCE

Taught weekly through a planned programme we bring together PSHCE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. We follow the Twinkl scheme, which has been adapted to suits the needs of the community we serve and Christianity links. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Many elements are taught through debates and discussion. The programme links to collective worship each week and generates a whole school focus for adults and children alike. The programme is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every piece contributes to at least one of these aspects of children's development. The scheme is written to be as inclusive as possible. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. 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 successful and effective teaching and learning within this subject.

Each class will establish ground rules based on the following:

- We take turns to speak;
- We use kind and positive words;
- We listen to each other;
- We have the right to pass;
- We only use names when giving compliments or when being positive.

Weekly learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. PHSCE/Ginger (EYFS scheme) lessons are part of the weekly timetable.

Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

We involve our pupils in PHSCE links as school council, sports and safety councils, collective worship and equality council, ECO warriors, anti-bullying councils and wellbeing council all award certificates to pupils who showcase the values the school upholds.

Where appropriate some classes use worry boxes to encourage children to voice their concerns. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. The school is actively involved in the Healthy Schools Award.

Additional PHSCE work is completed by teachers, and coverage of skills is recorded each half term. Any subject that is yet to be covered are incorporated into the timetable.

The school uses a credit system and all children are assigned to a team. Awards and credits are praised each week and at the end of each term individual certificates are awarded. We celebrate all the children's successes in the collective worship where certificates from teachers and councils are given out.

Relationships and Sex Education (RSE)

RSE is taught through a series of PPT presentations in all classes from EYFS- Y6, these are labelled as growing up and It's my body. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships.

Due to our status as a Church of England school, we will teach within a framework of Christian values. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and it is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness;
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God;
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it also upholds the Christian values regarding relationships and marriage;
- Issues regarding human sexuality will be addressed sensitively;
- The exploration of reproduction and sexual behaviour within the science curriculum will stand alongside the exploration of relationships, values, morals and Christian beliefs.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views, and within a framework of respect for others.

We are educating our children to live in the real world with all its contradictions. We must not let our adult knowledge and bias prevent us from seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

The Church of England Guidelines state that RSE should be based on the following principles. We will adhere to this within the teaching and learning of RSE at Kirk Smeaton C of E School.

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society;
- RSE includes learning about physical and emotional development;
- Children will be taught the cultural and religious differences about matters of sexuality;
- RSE is part of the wider social, personal, moral and spiritual development;
- Children will be made aware of the way in which advertising and the media influence their views about sexuality;
- Children will be made more aware of the spiritual dimensions and the joys of intimacy;
- Children will be taught to have respect for their own and other peoples' bodies;
- Children will learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- Children will learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith;
- Children will be taught to understand the power of sexual desire;
- Children will be made aware that sex can be used compulsively, competitively and destructively;
- Children need to learn the importance of protecting themselves and of self-control;
- Children will be made aware of God's forgiveness and that there is always a way back;
- Children will learn that it is important to build positive relationships that involve trust and respect;
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of the responsible use of all forms of technology in order to respect the well-being and integrity of others.

Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home (please see <http://kirksmeaton.n-yorks.sch.uk/school-information/parent-information/RSE/>).

Please see the planning overview for PHSC and RSE taught in school.

PHSE and RHSE overview						
At Kirk Smeaton CE Primary School, we have split years groups and see the need to ensure that coverage is delivered each year. We teach PHSE and RSHE every week, we focus on discussion and limit the number of worksheets and written work in books. We use Twinkl scheme of work, but have adapted this to the needs of the school and community. In addition to PHSE sessions we link coverage to Collective Worship content, this is to ensure that coverage is provided, but also that children in school councils take ownership in the delivery of some of these topics. Pupil voice is collated each term to assess where the children are and check on gaps in learning, this is shared with teachers and the pastoral support work and additional sessions and intervention is tailored to meet the needs of all.						
	Term 1 1	Term 1 2	Term 2 1	Term 2 2	Term 3 1	Term 3 2
Starfish	Children are taught through the EYFS curriculum, we supplement this with Ginger bear. School can be a frustrating and confusing experience for children who have not developed their communication skills; not only will access to the curriculum be difficult, so will developing co-operative skills and friendships. Ginger bear helps to teach and develop spoken language and social interaction skills to children aged 4-6. We deliver it weekly, and aim to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities we do. Skills we teach include: eye contact, taking turns, sharing, greetings, awareness of feelings, following instructions, listening, paying attention, and play skills.					
	Aiming high Being yourself	Digital wellbeing Diverse Britain	Money matters It's one world	Staying safe TEAM	Thinking positive VIPS	Growing up RSE It's my body RSE
Dolphins	-Star qualities and positive learners. -Bright futures and jobs for all. -Going for goals and looking forward. -Marvellous me and understanding feelings. -Things I like and uncomfortable feelings. -Aiming high and looking forward.	-The internet and me and on and offline safety. - Staying safe online and personal info. - Communicating online. -School and community. -My neighbourhood and country. -British people and what <u>makes</u> me proud.	-Money and where it comes from. -Look after it or save. - Want or need and going shopping. -Homes and families -One world and environment . -One world and planet.	-Keeping safe and safe at home. -Staying safe outside and with strangers. -Safe secrets and people I can talk to. -Together everyone achieves more and listening. -Being kind, bullying and teasing. -Brilliant brains and making good choices.	-Think happy, its your choice. -Go getters and letting it out. -Be mindful and thankful. -VIPs and family. -Friends and falling out. -Working together and showing you care.	-My body my business and active & asleep -Happy, healthy foods, Clean as a whistle. -Can I eat it and I can choose. -Our bodies and it's ok. -Pink & blue and your family, my family. -Getting older and changes
Lions	-Achievements and goals. -Always learning and jobs and skills. -No limit and when I grow up. -Pride and feelings -Express yourself and know your mind. -Media wise and making it right.	-The digital world and kindness. -Do you know and online info. -Keep it private and digital wellness. -Living in the British Isles and democracy -Rules, laws and responsibility and Liberty. -Tolerance and Respect and what's it like to be British.	-Where does money come from and ways to pay. -Reasons to borrow and spending decisions. -Advertising and keeping on track. - <u>Chiva and Kwende</u> -Dilemma and sugar -World and charity.	-New responsibilities, risks, hazards and danger. -Under pressure and safety when out and about. - Dangerous substances and injuries and emergencies. - A new start and together we all achieve. -Working together and being considerate. -When things go wrong and responsibilities.	-Happy minds, happy people and thoughts and feelings. -Changes and keeping calm and relax. -You're the boss and always learning. -Family and fab friends. -Is this a good relationship and falling out. -What is bullying and stand up to bullying.	-My body, my choice and fit as a fiddle. -Good night, good day and cough, splutter and sneeze. -Drugs healing or harmful and choices everywhere. - Human reproduction and Changes in boys. Changes in girls and changing emotions. Relationships and families and where do I come from.
Eagles	-You can achieve anything and breaking down barriers -Future focus and equal ops. -The world of work and onwards and upwards. -You are unique and Let it Out. -Uncomfortable feelings and confidence trick -Do the right thing and making amends	-My digital life. -Staying safe, healthy and happy online. Online relationships and social media. -Saying no to online bullying and fake news. - Identifies and communities. - respecting the law and local gov. -National gov and making a difference.	- Look after it and critical consumers. Value money and ethical spending and budgeting. -Money and emotional wellbeing and money in the wider world. Global citizen and global warming. Energy and water. Biodiversity and <u>in</u> our hands.	-You are responsible and What are risks. -Making your mind up and in an emergency. Home- safe and sounds and Outdoors playing safe. -Together everyone achieves more and communicate. -Compromise and collaborate and care. -Unkind behaviour and shared responsibilities	-Cognitive triangle and thoughts are not facts. -Face <u>you</u> feelings and choices and consequences. - Being present and Yes, I can. -People we love and think before you act. -It's ok to disagree and you decide. -Secrets and false friends.	-Your body is your own and Exercise and sleep. -Taking care of bodies and harmful substances. -How we think and feel about our bodies and health choices. -Changing bodies and emotions. -Just the way you are and relationships. -Let's talk about sex and human reproduction.

Teaching 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.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to the attention of pupils, 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 their class teachers or their peers.

We ask all children to respect the topics taught, but some may not, if this is the case, the child will be withdrawn from the class and additional work will be sent home for the family to complete with the child.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PHSCE and RSE related issues are varied. However, while personal views are respected, all PHSCE 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 PHSCE and RSE concerns 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 if required.

Our school believes that PHSCE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. We cover RSE provision regardless of a child's developing sexuality and are 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.

Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter. Working with parents is a vital part of the whole school approach to PHSCE. We also have a close relationship with our Church, St Peter's, who lead worship in the school. We involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, food bank, bags2school, e-safety advisors, St Johns Ambulance service, to deliver aspects of the PHSCE curriculum where possible.

Children are encouraged to raise funds for charities and where possible acts of courageous advocacy (making a difference to others) are shared and applauded.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Comments are recorded and assessments are made by the teachers over time. For the early years, evidence of learning will be in the children's Learning Journals. General comments about PHSCE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

Monitoring and Evaluation

The PHSCE subject leader will monitor delivery of PHSCE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes;
- Monitoring of weekly ethos sheets;
- Staff meetings to review and share ideas.

Links with Other Policies

We recognise the clear link between PHSCE and citizenship and the following policies. Staff are aware of the need to refer to these policies when appropriate:

- Behaviour Policy;
- Accessibility Plan;
- Acceptable use and E-Safety Policy;
- Intimate Care Policy;
- RE Policy;

- Safeguarding Children Policy;
- Use of photography and equipment by Parents and Carers Policy;
- SEND Policy

Training and Support for Staff

All staff benefit from PHSCE training in order to enhance their PHSCE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PHSCE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Kirk Smeaton Church of England Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.