

## **Kirk Smeaton Church of England Primary School**

# **Personal, social, health and economic education Policy and Relationships and Sex Education Policy**

Policy to be reviewed April 2022

### **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 PSHE curriculum. Personal, social, health and economic education (PSHE) 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 PSHE**

Taught weekly through a planned programme we bring 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. 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. PSHE/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 PHSE links as school council, Junior Road Safety Officers (JRSO), ethos council, playground monitors, ECO warriors and anti-bullying councils 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 PHSE 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 (SRE)**

SRE is taught through a series of PPT presentations. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

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 SRE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

We share an SRE powerpoint for each class.

Our SRE 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 mustn't 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 SRE should be based on the following principles. We will adhere to this within the teaching and learning of SRE 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;
- SRE includes learning about physical and emotional development;
- Children will be taught the cultural and religious differences about matters of sexuality;
- SRE 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 SRE Lessons

Parents/carers have the right to withdraw their children from all or part of the Relationships and 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 SRE programme until the request for withdrawal has been removed.

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

## Resources for PHSE and SRE

Age	Topics	SRE, PHSE and IT	Additional resources
Reception and Nursery	God loves each of us in our uniqueness	-Know that there is no one more special than me. -Know that God made me and loves me as I am	Gingers programme
Y1 & 2	We meet God's love in our family We meet God's love in the community	-Know that as we grow we are loved by our family. -Know that as we grow we are also loved by God's family. -Know that the Church is God's family. -Know that I am part of that family too.	Yasmine and Tom <a href="https://www.youtube.com/watch?v=OAOR6Y-TdqU">https://www.youtube.com/watch?v=OAOR6Y-TdqU</a>
Y3 & 4	How we live in love God loves us in our differences	-Understand what makes a good friend. -Know that God is our best friend. -Know that God has made us different from one another. -Know that God loves us in our differences.	Growth mindset <a href="https://www.youtube.com/watch?v=vRQkxeBDEF0">https://www.youtube.com/watch?v=vRQkxeBDEF0</a> Mood swings <a href="https://www.youtube.com/watch?v=5tNEFT516_E">https://www.youtube.com/watch?v=5tNEFT516_E</a> PHSE- general <a href="https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html">https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html</a>

Y5 & 6	God loves me in my changing And development The wonder of God's love in creating new life	-As I grow, we become different in our bodies, feelings and love of God. -Know that we are made to love and to be loved. -Learn the proper ways in which we show our love for one another and for God.	Friendship struggles <a href="https://www.youtube.com/watch?v=okBV9d2bsmA">https://www.youtube.com/watch?v=okBV9d2bsmA</a>  Puberty, How babies are made, Enjoying growing up <a href="https://www.healthpromotion.ie/health/inner/busy_bodies">https://www.healthpromotion.ie/health/inner/busy_bodies</a> Videos are shared separately to boys and girls. This usually happens in Y6, however, we have in previous years shared this at Y5 depending on the level of maturity.  PHSE- general <a href="https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html">https://www.everyschool.co.uk/pshe-key-stage-2-personal-finance.html</a>
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### **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 PSHE and SRE related issues are varied. However, while personal views are respected, all PSHE and SRE 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 SRE 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 PSHE and SRE should meet the needs of all pupils, answer appropriate questions and offer support. We cover SRE 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 PSHE. 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 PSHE 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 PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

### **Monitoring and Evaluation**

The PSHE subject leader will monitor delivery of PSHE 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 PSHE 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 PSHE training in order to enhance their PSHE 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 PSHE 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.

# Keeping safe online

APRIL 2020  
Y3-Y6

## Signing up and sharing content

- ▶ When you sign up to something or search for something, your computer will collate the data and will showcase the things you have searched for.
- ▶ Your data will be shared with other companies too- facebook knows you searched for a new ipad etc.
- ▶ You computer saves all the cookies and your searches will be saved.
- ▶ Always ask an adult to help, don't sign up to things.

## Age restrictions

- ▶ Always check the age of the game, film, website etc.
- ▶ Things can be disturbing for someone under age, so always check and if you have a younger friend/sibling, think about others.
- ▶ Things we should never go on- gambling, violence, explicit content

## Information online

- ▶ Somethings you read are not true, anyone can add things to the internet.
- ▶ You might get a hoax message, always close the computer, someone could use the camera to see you if you have been hacked.
- ▶ Never meet with someone who you have met online, they may not be who they say they are. If someone is pressuring you to meet up with them, tell an adult and ask for guidance on what you should do. You won't be in trouble, adults just want to keep you safe.
- ▶ How do you keep safe?

## Fake websites and scam emails

- ▶ Look at emails and websites- some can be fake, Always read this and check with the main website.
- ▶ Pictures can also be changed, so people can look different or even change the age or body shape of people. DO NOT BELIEVE ANYTHING YOU SEE , READ OR HEAR!
- ▶ If you get an email to link to a website, it might be a hack, so be careful.
- ▶ No company ask you your passwords online or over the phone.
- ▶ Fake profiles- not everyone is who they say they are!

## Behaviour online

- ▶ Some people may behave in a different way behind a screen.
- ▶ Trolling, harassing, bullying, intimidation, talking inappropriately
- ▶ Violent behaviour and talk of weapons etc- report it.
- ▶ Grooming- if you do this, then I will give you this. Some people start out nice, but soon change!
- ▶ Online live video- once it goes out online it will never stop- if you send a video or pic of yourself in an inappropriate way, your employer will see it! Someone adds you as a friend, say no.

## Persuasive design

- ▶ Computer games and youtube are there for you to click and play. The more you view the more money they make.
- ▶ Adverts are there to make sure want more... depending on what we search it will show different adverts.
- ▶ Some webpages are made to scam- adding your details is an issues if you share address, age, name, interests etc.

## Thinking clearly

- ▶ When you have been online for a long time, you can loose perspective.
- ▶ Make sure you limit the amount of time, exercise and have a proper conversation with people around you.
- ▶ Screen time- ensure that this is reduced.

## Privacy settings

- ▶ Check you are unable to be searched
- ▶ Check that parent rights are on your internet, you don't want to see anything that is upsetting.
- ▶ If you see something CEOP it!

## Pornography

- ▶ Some things that can be seen online are not acceptable for children to access. REPORT IT!
- ▶ Some acts are not true of a relationship.