



Carnforth Christ Church C of E Primary School

Personal, Social, Health, Economic (PSHE), Relationship and Sex Education (RSE) Policy

Mission statement

Christ Church C of E Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God.

We believe therefore in offering a curriculum which is broad and balanced. A significant part of this belief, and key to our loving community, is the promotion of our children's personal, social, health, economic, development, in addition to preparing them for the opportunities, responsibilities and experiences of later life.

Personal, Social and Health Education (PSHE) develops the qualities and attributes pupils need to thrive as individuals, family members and members of society; "let your light shine before others" – Matthew 5:16.

PSHE also serves to make a significant contribution to pupils' relationship and sex education understanding and development. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

Guided by Proverbs 22:6, we intend to help children to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Statutory Requirements

The National Curriculum Framework states that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice' although it is not statutory. However, the Government has decided that from Summer 2021, RSE (Relationships and Sex Education) will be compulsory in all Primary Schools.

We have drawn on guidance from the PSHE Association and Blackburn Diocese to develop the RSE Policy and in adopting our curriculum framework for PSHE, to ensure that the needs of our pupils in today's changing society are met.

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – the PSHE Coordinator gathers all relevant information including relevant national, diocesan and local guidance.
2. Staff Consultation – all school staff to be given the opportunity to look at the policy and make recommendations.
3. Parent/Stakeholder consultation - parents and interested parties will be invited to respond to the proposed policy and progression of skills.
4. Pupil consultation – we will investigate what exactly pupils want from their RSE.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

PSHE and RSE

Personal, Social and Health Education at Carnforth Christ Church seeks to equip children with the qualities and attributes needed to flourish in life in modern society.

The teaching of PSHE and RSE aims to:

- Equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives;
- Offer opportunities to turn their PSHE knowledge into personal understanding;
- Deliver opportunities to explore and clarify their own and others' values, beliefs, rights and responsibilities;
- Provide children with age appropriate information, to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour; and
- Encourage children to enjoy relationships that are based upon mutual trust and respect.

Implementation

PSHE and RSE is taught as an explicit lesson, once a week, as well as being embedded and reinforced throughout the school curriculum. Weekly PSHE & RSE sessions are delivered through whole class, group discussions and reflections. During these sessions, children are encouraged to listen, wait patiently and respect others' opinions. As the session comes to an end, pupils have time to reflect on what they have heard and learnt and consider how this will impact on their own lives.

PSHE & RSE education is also integrated into curriculum plans for science, computing and physical education.

Our approach to PSHE & RSE is flexible, in response to the needs of our children; this includes children of all needs and abilities. Teachers will plan and teach the lessons, using appropriate differentiation, so that all children, including those with special educational needs and disabilities, can access the PSHE curriculum.

Planning is taken from the PSHE Association programmes of study as well as the Relationship and Sex Education document.

The core themes for PSHE

Health and Wellbeing

This topic provides children with the knowledge and understanding to make informed choices about their physical and mental health. Children will be able to discuss the differences between physical and mental health and will be taught strategies to remain in good health and wellbeing.

Relationships

Through our teaching, children will develop the skills to establish and maintain respectful, safe and caring relationships; this includes both face to face and online relationships. The children will learn about different family structures and how families provide them with love, care and stability. This topic will be taught in a sensitive manner, considering the needs and circumstances of all pupils.

Living in the Wider World

We believe that children should be prepared for the future, and through this topic, we teach the children how to flourish in today's society. They will learn about rules and consequences, communities, economics, growing responsibilities and media resilience.

Whilst the Scheme of Work is carefully planned in progressive lessons, the class teacher will adapt and plan their individual lessons according to the individual needs and abilities of the children in their class and will also consider any contextual situations.

Emotional Well Being

We aim to promote positive mental health for every member of our school community, including all staff, pupils and families through whole school approaches and specialised targeted approaches such as emotional nurture groups.

Assessment in PSHE & RSE

During sessions, teachers assess pupil understanding and willingness to participate, also those who make relevant contributions. Pupils' progress is monitored against the learning outcomes, and relevant notes and observations are made throughout the year, in addition to the pupils' contributions in discussions. Teachers assess ability using the PSHE Association programmes of study and the Relationship and Sex Education document termly.

Reporting to parents in Key Stage One and Two occurs during Parent Consultation Evenings and in the Annual School Report.

In EYFS, personal, social and emotional development is a prime area within the Early Years Framework. This framework enables children to develop a positive sense of themselves and others, and to learn how to form positive and respectful relationships. This is taught through a balance of guided, planned teaching and enabling children to learn within a flourishing environment. Children's understanding and value of the differences of individuals and groups within their own immediate community, and their emerging moral and cultural awareness will be assessed against the Early Years Framework descriptors.

Resources

The school has a varied range of resources for PSHE, these include information books, posters and social stories. Annual membership to the PSHE Association Website and an interactive bank of resources from 1Decision, which have been mapped to the PSHE Association's Programme of Study and have received the PSHE Association Quality Mark.

These are also supplemented by the yearly visit from the Life Education Bus where every class is involved in a progressively planned programme.

Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Whole School and Class Worship
- Achievement Assemblies
- Circle Time
- Sports Clubs and participating in inter-school tournaments and competitions
- Drama and music activities and productions
- Residential Visits and day trips
- Clubs – choir, arts and craft
- Social and fund-raising events
- RotaKids
- Theme Days/Events, for example World Book Day and Theme Weeks e.g. Multi Faith Week
- Charity Events
- Leadership opportunities, for example, School Council, House Captains, leading Worship

Special Educational Needs

PSHE & RSE is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. All children will have Quality First Teaching. Any children identified with SEND may have additional to and different from their peers, in order to access the curriculum dependent upon their needs.

Spiritual, Moral, Social and Cultural Development

“You shall love your neighbour as yourself.”

Matt 22v39

PSHE & RSE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical, political, spiritual, moral, social and cultural issues, they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming and holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values and Christian Values.

Withdrawal

Planned themes are statutory and parents cannot withdraw their child from these lessons.

Parents also cannot withdraw their child from aspects of RSE/ Relationships Education which are covered as part of the statutory science curriculum. Here at Christ Church we will not be teaching any Sex Education that falls outside these statutory requirements, this has been governed by the needs of our pupils this academic year.

Should this change to meet the needs of our pupils in the future parents will be notified, we will set this out in a revised policy and consult with parents on what is to be covered. Parents will then have a right to withdraw their children from these aspects going beyond the national curriculum for science.

We will be happy for parents to see materials/resources used to help them make their decision whether or not they will withdraw their child, should parents still wish to exercise the right for removal from Sex Education then they should inform the Headteacher in writing. The Headteacher will discuss their request with them.

Monitoring and Evaluation

All members of staff share responsibility for the implementation of this policy. This is a working document and it is under constant review. Monitoring of the policy will be carried out by the Subject Leader.

Policy written by our PSHE Coordinator, Mrs Clare Thomson

October 2020