

St. Lawrence Church of England Primary School



Personal, Social, Health, Citizenship and Relationships Education (PSHC&R)

St Lawrence Church of England Primary School

Learning TOGETHER, Rooted in GOD

STATEMENT OF INTENT

*Learning together, rooted in God, pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are **happy, confident, articulate** children with a love of learning and a sense of **service**, who recognise and celebrate their own **individuality** and that of other members of our community. They are **generous, kind** and welcoming; they are **forgiving** and understand **justice**. With God by their side, they face the world with **resilience, integrity** and **joy**.*

At St Lawrence Church of England Primary School, we believe that PSHC&R helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school is compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHCE education programme. RSE enhances and is enhanced by learning related to topics including:

- ✓ anti-bullying
- ✓ keeping safe on and off line
- ✓ keeping physically and mentally healthy
- ✓ learning about drugs¹, alcohol and tobacco
- ✓ Development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHC&R at St Lawrence are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

¹ Where appropriate lessons will differentiate between prescribed or over the counter medication (that are safe and legal) from legal drugs such as tobacco and alcohol that can be harmful, drugs that are illegal (e.g. cannabis, heroin, cocaine) and those drugs that are legal when prescribed by an appropriately qualified person but are illegal if taken without such a prescription such as gabapentin, pregabalin, diazepam etc

- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

At St Lawrence Church of England Primary School, we teach PSHC&R as set out in this policy. The Department for Education introduced compulsory Relationships Education for primary pupils, and Relationships and Sex Education (RSE) for secondary pupils, from September 2020.

From September 2020, it is also compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At St Lawrence, in line with our Statement of Intent, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education.

Policy development

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – We investigated exactly what parent’s want from their child’s PSHC&R lessons via a parental survey, the results of which have been published on the school website.
4. Governor consultation – Governors were consulted on the questions contained within the parental survey. The Curriculum Committee received a draft copy of the policy and their comments were taken into account when writing the final draft.
5. Ratification – the policy was shared with and reviewed by governors and approved by the full Governing Body.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHCE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other’s attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity².

² The teaching around relationships and sexuality should be non-partisan and inclusive but as part of that, there is an acknowledgement that there are different views held by some faith groups.

Delivery of PSHC&R

RSE is taught within the personal, social and health (PSHC&R) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At St Lawrence, we follow a PSHC&R scheme of work for Years 1-6. These lessons are based around a theme that changes half-termly. At St Lawrence, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and to educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at St Lawrence, for example, through teaching about different types of family, including those with same sex parents.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHC&R education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and when appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHC&R education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Being a good friend and respecting personal space. Strategies for resilience	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation. (The children will be split into two groups of boys and girls for this topic.)

Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. (The children will be split into two groups of boys and girls for this topic.)
Y6	How relationships evolve as we grow? How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.	Transition to High school.

Roles and responsibilities

The governing body will approve the PSHC&R policy.

The PSHC&R subject lead and the head teacher are responsible for ensuring that PSHC&R is taught consistently and effectively across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHC&R in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] components of PSHCE and RSE.
- Staff do not have the right to opt out of teaching PSHC&R. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to engage fully in PSHC&R and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

St Lawrence is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Make available online, via the school's website, this PSHC&R Policy;
- Answer any questions that parents may have about the PSHC&R education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHC&R in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship and safety (including online safety) – are important lessons for all children. If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are equipped to deliver PSHC&R and it is included in our continuing professional development during Staff meetings and INSET.

The subject lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of PSHC&R is monitored by Farhana Desai (subject lead) through: Lesson observations, learning walks, PSHC&R scrapbook scrutiny and feedback from staff and children. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed every two years. At every review, the policy will be approved by the governing body and head teacher.

Date: March 2023

Review date: March 2025