



## St Thomas á Becket CE (Aided) Primary School

*At St Thomas à Becket CEVA Primary School with wisdom and inspiration, rooted in our Christian Values, we nurture all to flourish.*

*Our Core Values are: Friendship, Respect, Truth, Forgiveness and Perseverance*

### **Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE)**

Status	STATUTORY
Policy agreed date	12.7.21
Approved by	FGB
Next review date	July 2024
Linked to	Safeguarding Policy Health and Safety Policy Behaviour Policy Anti-bullying Policy Equality and Diversity Policy

## Rationale

The Education Reform Act 1988 states that schools should provide a balanced and broadly based curriculum which:

*“promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life.”*

Our school's approach to relationships and sex education (RSE) and health education (PSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by the key Biblical passage:

*“I have come in order that you might have life – life in all its fullness” (John 10:10)*

In St Thomas à Becket CEVA Primary School, we aim to treat everyone with dignity as all people are made in the image of God and are loved equally by God. We believe that all pupils have a right to an education which enables them to flourish and which is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

As part of our emphasis on the well-being and care of all pupils, our school seeks to ensure that the RSHE curriculum protects, informs and nurtures them. We aim to prepare pupils to cope with the physical and emotional challenges of growing up and in doing so, our RSHE curriculum clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

PSHE and RSE in St Thomas à Becket School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with (sex education). Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

### 1. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all maintained schools

We at St Thomas à Becket CEVA Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

## **2. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle so that pupils can make wise choices to ensure their own flourishing and the flourishing of others
5. Enjoy positive, caring, relationships with good boundaries, online and in person, appreciate existing relationships and form healthy new relationships;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

### **Defining Sex Education**

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The National Curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this school we have decided that it is important to include conception to educate the children in our community in their last year of primary school.

### **3. How PSHE education, including Relationships Education, is provided and who is responsible for this**

RSHE will be delivered professionally as a part of Personal, Social, Health Education (PSHE). It is mainly taught by the class teacher and is led, resourced and reported to parents in the same way as any other subject. There is a planned programme delivered in a carefully sequenced way.

At St Thomas à Becket CEVA Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school. Our PSHE subject lead, Lisa Meredith, works in conjunction with teaching staff and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. To accommodate our mixed-year classes teachers select units from the relevant year groups to suit the needs of the individual class, ensure coverage and avoid repetition. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

### **4. What is being taught**

#### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

#### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## **5. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught once a week in a timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. Additional skills may be used such as use of an anonymous question box.

RSHE will be taught in a way that affords dignity and shows respect to all who make up our diverse community. It will be sensitive and age appropriate in approach and content. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

RSHE will seek to explain fairly the principles, beliefs and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships. We seek to ensure that they have the knowledge to recognise and understand boundaries in relationships, including online and that they know how to report abuse. RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision of 'With faith and nurture we flourish' and our Values of respect, friendship, forgiveness, truth thankfulness and perseverance.

**Answering difficult questions** – it is our aim to generate an atmosphere where questions and discussion on personal health, relationship and sexual matters can take place without embarrassment and that questions are answered factually and with honesty in an age appropriate way. Teachers will set ground rules for answering questions. Occasionally, it may be that a pupil asks an explicit or difficult question in the classroom and, while it is our aim that pupils speak to a known adult rather than use the internet for information, the teacher may not feel it is appropriate to answer the question there and then. We believe that individual teachers must use their skill and discretion in these situations, and may answer some questions directly, while others may receive a response such as, ‘that is a good question but I will talk to you after the lesson’. Teachers can refer to the headteacher if they are concerned. Parents may be advised of what has been asked.

Additional support is provided to children experiencing difficulties on a one-to-one basis, via our ELSA.

**Confidentiality** – It is important that pupils have confidence in the teacher and that a ‘safe space’ is created where pupils feel confident and can ask age-appropriate questions. Wherever possible, teachers will help to establish clear boundaries for confidentiality between pupils and adults. They will:

- Reassure pupils that their best interests will be maintained;
- Encourage pupils to talk to their parents or carers and give them support to do so;
- Make sure that pupils are informed of sources of confidential help;
- Ensure that pupils understand that teachers cannot offer unconditional confidentiality and that if there is any possibility of abuse, that school adults will follow the school’s child protection policy/procedure.

Teachers will to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

## **6. How PSHE education is monitored**

The assessment of pupils’ personal, social and emotional development is as important as any other school subject and, pupils will have the opportunity to reflect on their own learning and personal experiences in order to explore how their knowledge and understanding has developed. The monitoring and evaluation of RSHE in our school follows the same monitoring and evaluation processes used throughout the school for all subjects. This includes staff meeting discussions and peer review between colleagues. Pupil conferencing, work reviews and learning walks are also used to gain a holistic view of the impact of teaching of RSHE and to inform further developments.

## **7. How the delivery of the content will be made accessible to all pupils**

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils’ awareness of diversity and promote respectful relationships with those who are different from them.

## 8. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science. See appendix 1 below for clarification.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent/guardian to discuss the request with them to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving Sex Education with peers. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Should further information about PSHE education be required, please contact the PSHE education lead, Lisa Meredith.

## 9. Policy Review

This policy has been produced through engagement with parents, teachers and other school staff, governors and the pupils at St Thomas à Becket CEVA Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body. Whilst a number of school stakeholders have been involved in the development of this policy, it must be recognised that the law specifies what is taught. How it is taught is ultimately a decision for the school.

This policy will be reviewed every:            3 years

## Sources of Further Information

This policy has drawn on:

- DFE Sex and Relationships Guidance
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Keeping children safe in education' (2019)
- Church of England Charter for RSE <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>
- Growing Faith <https://www.churchofengland.org/about/renewal-reform/growing-faith>
- Goodness and Mercy <https://goodnessandmercy.co.uk/about>
- [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)

# St Thomas à Becket CEVA Primary School - PSHE and Citizenship Curriculum

Our curriculum is designed to develop the qualities and attributes children need to be healthy, independent and active participants in society. Our PSHE planning and resources are fully in line with the PSHE Association Programme of Study and meet the 2020 Guidance for Statutory Relationships and Health Education.



*With faith and nurture we flourish*

Theme	Me and my relationships	Valuing Difference (British Values)	Keeping myself safe	Rights and responsibilities	Being my best (Growth mind set)	Growing and changing
Year 1	Name different feelings. Identify ways of dealing with “not so good” feelings. Identify ways of asking for help. Understanding classroom/ rules for life.	Identifying how people are different. Identify when something is fair/unfair.	Identify different feelings. Identify how our bodies behave when we have different feelings. Identify what bodies need to be healthy. Discuss helpful/harmful medicines.	Identify and explain how to look after themselves. Identify ways to look after money.	Identify and use different ideas of what to do if something is difficult. Identify and explain why certain foods are healthy and some are not healthy.	Identify a range of adults that can be trusted. Identify ways of becoming independent. Identify body parts that boys and girls have that are different and the same.
Year 2	Identifying the differences between bullying and teasing. Know and suggest school rules to encourage happiness/togetherness Give examples of what makes a good friend.	Identify how to be kind/ help others. Give examples of god listening skills and to be able to use them.	Give examples of safe/unsafe secrets. Give examples of touches that are ok/ not ok. Explain helpful/harmful medicines.	Develop co-operation /self-regulation skills. Identify ways to settle to learning in and around the classroom.	Developing strategies for keeping healthy. Setting simple goals to help with learning. Setting present and future goals.	Understanding life cycles. Develop an understanding of how to deal with loss. Give examples of how to support someone else.
Year 3	Find ways of helping others to resolve issues and disputes. Show ways to be a good friend. Know how to cooperate.	Recognise and respect diversity. Showing examples of tolerance.	Give examples of taking and managing risk. Explain why medicines can be harmful and helpful. Explain how to stay safe online.	Explain the differences between facts and opinions. Give examples of how to help others and know how to help others.	Explain how to keep myself healthy. Take responsibility for own health. Explain and develop personal present and future aspirations. Give examples of personal goals.	Explain how to create positive relationships. Explain what is needed to make a new human being. Identify unsafe secrets and understand what “body space” is.
Year 4	Recognise feelings based on body language. Know the difference between bullying and teasing. Explain what “assertive” means.	Recognise and celebrate difference including religions and cultural differences. Understand and challenge stereotypes.	Manage risk and explain risky situations. Understand the norms of drug use. Understand the term “influence” that could change behaviour and decisions.	Making a difference in relation to help others and the environment. Understand the concept of media influence. Make decisions about spending money.	Having choices and making decisions about personal health. Give examples of how to take care of own environment.	Label and talk about some of the body parts that change during puberty. Begin to talk about and manage difficult feelings. Discuss relationships including marriage.

Year 5	Give example of emotional needs. Explain the positive qualities of good friendship. Understand the concept of compromise Show assertive skills.	Recognise and celebrate difference. Give examples of different faiths and cultures. Explain that differences can be a source of conflict. Discuss the influence and pressure of social media.	Be able to manage risk, including staying safe online. Understand the norms around use of legal drugs.	Understand about and give examples of personal rights and responsibilities(some related to health) Make decisions about lending, borrowing and spending.	Grow independence and show responsibility. Show media awareness and safety.	Manage difficult feelings. Manage change. Identify when help is needed and where to get help.
Year 6	Explain assertive behaviours. Explain what is meant by compromise and cooperation. Explain what is appropriate/ inappropriate touch and give examples.	Recognise and reflect on prejudice-based bullying. Explain the difference between an active and passive bystander.	Identify emotional needs. Know how to stay safe online. Explain the norms and risks of risky behaviours.	Understand media bias, including social media. Explain how to care for communities and the environment. Suggest ways to earn and save money.	Focus on aspirations and personal goal setting. Give examples of emotional and physical risks.	Offer advice about whether a secret should be kept or shared. Discuss emotional changes associated with “puberty”. Develop an awareness of self-esteem and body image.

Appendix 1

Statutory/Non-statutory content and right to withdrawal

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of sex education as covered in the science curriculum as below.

<b>Statutory – no right to withdrawal</b>	<b>Non-statutory – right to withdrawal (from some or all)</b>
Relationships Education	
Health Education – including <b>puberty and the changes that adolescence brings</b>	
Aspects of Sex Education that are taught in the statutory National Curriculum Science <ul style="list-style-type: none"><li>• <b>main external body parts</b></li><li>• the human body as it grows through <b>gestation</b> and from <b>birth</b> to old age (including <b>puberty</b>)</li><li>• <b>reproduction</b> in some plants and animals (<i>ie egg and sperm meeting</i>)</li></ul>	<b>conception</b> ( <i>ie sexual intercourse before an egg and sperm meet</i> ) <b>IVF</b>

Please note that the non-statutory content will only be taught to year 6 children. We have decided to include this content as we know children are likely to ask questions about conception when reproduction is being taught.