



& CHILDCARE CENTRE

Work, Play, Fun & Achieve

Wessington Primary School

Personal, Social, Citizenship & Health Education Policy (PSCHE) / Relationships/ Sex Education Policy

Review Date: Autumn 2025
Next review date: Autumn 2026
Responsible for: Subject Leader/Headteacher

Rationale and ethos

We believe Personal, Social, Health and Economic Education and Relationships and Sex Education is important for our pupils and our school because our aim is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They 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.

Relationships and Sex Education contributes to the foundation of the PSHE and Citizenship Curriculum and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

We ensure RSE fosters gender equality and LGBT+ equality by teaching that children deserve to learn about a world which reflects the one in which they are growing up. Many children will have LGBT parents, friends or family members, and we aim to will help them to grow up knowing that their families are accepted as much as everyone else's.

This policy has been produced through consultation with staff, governors, parents and local authority/ government guidance.

We ensure PSHE / RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing high quality teaching that is differentiated and personalised to ensure accessibility. In addition, teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the SEND Code of Practise.

Roles and responsibilities

The PHSE/RSE programme is led by the PHSCE lead teacher and the Headteacher. It is taught by class teachers.

Teachers are responsible for the planning and teaching of the curriculum using the long term plan agreed by staff and governors to meet the statutory guidance and needs of the pupils.

A working party made up of the PHSE link governor, head teacher and the PHSE education teacher will be responsible for developing and reviewing the policy.

Teaching staff will receive regular PHSE/RSE training to ensure pupils are taught effective, relevant and engaging content covering the statutory guidance on RSE 2019.

Legislation (statutory regulations and guidance)

Current guidance from the Department for Education state that Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The head teacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. Before granting a request, the head teacher will discuss this with the parents, and, where appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

If a pupil is excused from sex education, the school will ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Documents that inform the school's policy include:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)

- Children and Social Work Act (2017)

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and covers;

- **health and wellbeing,**
- **relationships,**
- **living in the wider world.**

Within these themes, children will explore;

- families and friendships,
- safe relationships,
- respecting ourselves and others,
- belonging to a community,
- media literacy and digital resilience,
- money and work,
- physical health and mental wellbeing,
- growing and changing,
- keeping safe.

Our programme will be planned and delivered through a spiral programme whereby each year group will cover a similar theme building on and extending prior learning. Learning about relationships and sex education in PSHE education lessons will link to and complement learning in science (Animals including humans). High quality resources will support our provision and will be regularly reviewed through planning / book scrutinies and staff discussion. Lessons will be differentiated to ensure all children's needs are met. Our approach aims to be inclusive in terms of pupil's gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experiences. Teaching will be age and stage (including emotional maturity) appropriate.

In addition, Wessington Primary School follow the Friend's Resilience programme which aims to empower children with social and emotional skills to deal with challenges at home, school and in the playground. It has been recognised by the World Health Organisation as an effective means to prevent anxiety for children. It is proven to reduce anxiety and provide participants with the tools to rise to life's challenges, and make the most of setbacks and adversity.

Safe and Effective practice

A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback. We will ensure a safe learning environment by;

- working with pupils to establish ground rules about how they will behave towards each other in discussion
- provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- make boxes available in which pupils can place anonymous questions or concerns
- provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- ensuring staff are cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law

- be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education into the whole-school approach to supporting pupil wellbeing
- make pupils aware of reliable sources of support both inside and outside the school

Planning of lessons will include opportunities to gauge 'starting points' of pupils, as this is crucial to ensure learning is pitched appropriately, particularly to tackle any misconceptions held among the group. Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. With regards to handling 'tricky questions', staff are able to use several techniques to deal with the situation effectively. For example, providing an anonymous question box, telling the child you need more time to answer that in the best way (giving the opportunity for staff to discuss the question with a senior colleague). Staff will provide 'signposting support' to ensure relevant, appropriate sources of support are disseminated to pupils so they have opportunities to develop the skills to seek advice and access help and also to understand what is likely to happen if they seek support from different services. This could include Childline, NSPCC, and Thinkyouknow amongst others.

Safeguarding

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, Mrs Anna Young and in her absence their deputies, Mrs Danielle Lorraine, Mrs Moira McLoram and Mr Michael Owens.

Visitors can add interest and expertise to enhance an embedded PSHE education curriculum. They often can bring a level of expertise in a particular issue or topic that a teacher may not have, nor should be expected to have. The class teacher is always responsible for any classroom learning. Visitors/external agencies which support the delivery of PHSE/RSE are briefed on safeguarding procedures as they enter the school before meeting with pupils by one of the safeguarding leads.

The protocol for inviting visitors into lessons is;

- pre-visit meeting with class teacher either through a telephone conversation or email to plan outcomes and expectations of visit and class dynamic, ability, and age.
- visitors signed into a central register on arrival
- up-to-date DRB evidence checked by office staff (if visitor has relevant documentation)
- visitors accompanied in school by member of staff.

Engaging stakeholders

Parents will be informed of this policy through the school website. Signposts for support are posted on the school website to support parents and pupils. We will notify parents when Relationships and Sex education will be taught, by a letter sent home as well as a text message.

The link governor will meet with the PHSE lead teacher every term to discuss the curriculum and new developments.

Pupil voice is used to review and tailor our PHSE/RSE programme to match the different needs of pupils. School council meetings will provide the opportunity for the PSHE lead teacher to discover pupil's thoughts and ideas.

Monitoring, reporting and evaluation

RSE policy review date

This policy will be reviewed in **April 2024**. It will be reviewed by the Governing Body, the Headteacher and the PHSE education lead.

This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Links to other Wessington Primary School Policies:

Child protection/safeguarding

Extremism

Bullying

Online safety

Drug education and the management of drug-related incidents

Food and drink