

John Keble Church of England Primary School



PSHE Policy including Relationships and Sex Education and Health Education

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1. Introduction

Personal, social, health and economic education (PSHE Education) is a key element of John Keble's curriculum. Helping children grow and develop as individuals and members of families and social and economic communities is core to our school vision. In order for every child at our school to flourish and achieve success they must be equipped with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, and responsible lives.. PSHE enables children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

2. General aims of our PSHE curriculum:

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- To ensure a consistent, progressive and well-planned approach to the delivery of the National Curriculum expectations for PSHE and RSE.
- To prepare pupils to play an active role as citizens and to ensure that children have a good understanding of their responsibilities.
- To teach and support children in upholding British values such as democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- To support pupils in developing a healthy lifestyle including awareness of the importance of healthy eating and exercise.
- To support pupils in developing emotional awareness and a healthy self-esteem as the foundation for positive relationships and positive mental health.
- To support pupils in developing resilience, empathy and a range of personal and social skills needed for positive relationships and positive mental health.
- To support pupils' personal development and their understanding and appreciating choices they have around behaviour, relationships, attitude, life style.

3. Spiritual, Moral, Social and Cultural Development (SMSC)

Our aims include:

Spiritual development:

- Providing moments of reflection and stillness for children in the course of the busy school day.
- Providing opportunities to reflect on, consider and celebrate the wonders and mysteries of life.
- Developing children's capacity for critical and independent thinking.
- Fostering self-esteem in children's learning experiences.
- Discussing beliefs, feelings, values and responses to personal experiences.

Moral development:

- Recognising the unique values of each individual in the school as one of God's creatures.
- Listening and responding appropriately to the view of others.
- Developing children's confidence to deal with setbacks and learn from mistakes.
- To distinguish between right and wrong.
- To show respect for the environment.
- To make informed and independent judgements.
- To take action for justice.

Social development:

- To help children develop an understanding of their individual and group identity.
- Helping others in the school and wider community.
- Recognising that prejudice is unacceptable.

Cultural development:

- To recognise and value the richness and cultural diversity in the school and wider society in Britain.
- To build on children's own backgrounds and cultural heritage as a link into learning in a variety of subjects.
- To provide enrichment opportunities to develop children's understanding and appreciation of a range of artistic, sporting and creative pursuits.

4. British Values

The Department for Education states that there is a need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

At John Keble CE Primary School these values are reinforced regularly and in the following ways.

Democracy:

Democracy is embedded across the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our Junior Leadership Team, regular questionnaires and other opportunities for “pupil voice” such as in staff recruitment processes or in monitoring of subject areas. . Democracy is also a discrete topic on the PSHE curriculum in Years 5 and 6.

The Rule of Law:

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school rules, based on our Christian values, are embedded in our work every day. Each class also discusses and sets its own class charter that is clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our PSHE and digital safety lessons. Whether it is through choice of challenge, of how they record their learning, or of participation in our numerous extra- curricular activities, our pupils are given the freedom to make choices every day.

Mutual Respect:

Respect is deeply embedded in all that we do at the school, underpinned by our Christian Value of “worth”; children learn that because we all have equal worth, we must each be treated and treat others with respect. It is the basis for many of the other Christian values of our school community. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Tolerance of those with different faiths and beliefs:

The Christian values of compassion, humility, trust, friendship, koinonia, wisdom, service, peace and respect ensure tolerance of those who have different faiths and beliefs. John Keble CE Primary School enhances pupils' understanding of different faiths and beliefs through RE, Mass and assemblies, the PSHE curriculum, visits to other schools and welcoming visitors from other faiths that may be a contrast to our own. With a rich diversity of cultural heritage and spoken languages in our school community, we are able to use children's own backgrounds as the starting point for discussion and learning. Beliefs, traditions and customs are studied in depth, with visitors being invited into our school to enrich and extend understanding. Through this, our pupils gain an enhanced understanding of their place in a culturally diverse society.

5. Links with the wider community

Visitors are welcomed into our school and visits to places of local interest are a regular part of the PSHE, RE and Humanities curriculums. Links with our two local churches are fostered through weekly Mass and beginning and end of term services. Banks and local businesses are also approached as possible resources to support economic capability and financial wellbeing. The school also supports a number of local charities. The development of a strong home-school agreement is also regarded as important, enabling parents and teachers to work in an effective partnership to support the children.

6. Content, organisation and planning of PSHE and Citizenship

As well as the school ethos which is built on our Christian values, SMSC and British values, there are different strands to the delivery of PSHE and Citizenship:

- 1) The discrete PSHE curriculum with a clear Scheme of Work
- 2) Teaching PSHE through, or linking it with, other curriculum areas
- 3) Active citizenship projects
- 4) Whole school events which are built into the school calendar
- 5) The school's Behaviour and Anti-Bullying Policy

The discrete PSHE Curriculum

Our PSHE Curriculum combines the Statutory 2020 Relationship and Health Education curriculum with our own John Keble scheme of work built around the needs of children. The Scheme of Work for PSHE has been updated to take into account our local context and topical issues and is taught through discrete weekly lessons of 30-45 minutes. There are clear links with aspects of the wider curriculum as appropriate. The range of topics taught in PSHE follows three broad categories which are based on the PSHE Association Guidance: Health and Well-Being, Relationships and Living in the Wider World (economic well-being and being a responsible citizen).

A range of teaching strategies are used to deliver PSHE in the classroom. The emphasis is not on reading and writing activities but on active teaching methods and the participation of pupils such as:

- speaking and listening activities
 - drama and role play
 - group work activities
 - enquiry and research
 - circle time
 - art and craft
 - dance, music and stories.
- **Teaching PSHE through, or linking it with, other curriculum areas**
- RE – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
 - Science – the body, hygiene, teeth, healthy eating, exercise, drugs including medicines, puberty and reproduction, safety, the environment
 - Humanities – difference and diversity within societies, significant people and role models, experiences from the past, sustainability, the local environment, different parts of the world, globalisation, inequalities
 - Literacy – stories, poems, feelings and experiences
 - Numeracy – money, financial capability, enterprise and business
 - ICT – communicating with others via email, using the internet
 - PE – health and safety, personal and social skills through team and individual activities, games and sports

- **Circle Time**

Circle Time is used regularly throughout the school as part of our Restorative Approach. This helps to develop the class' sense of community and provides a forum for discussion. Sometimes these sessions may be pre-planned and linked, for example, to the PSHE curriculum or to the "needs" cards used as part of the Restorative Approach. At other times Circle Time may be used in response to things happening in the playground or in the classroom.

- **Active citizenship projects**
- Positions of responsibility - Junior Leadership Team (JLT), class helpers
 - School Travel Plan - Junior Travel Ambassadors (JTAs)
 - Eco-JLT
 - Peer Mediators
 - Health Leaders (JLT)
 - Clubs and enrichment opportunities

- **Whole school events**

A number of whole school events which support the PSHE and Citizenship curriculum take place each year. These include:

- Healthy Body, Healthy Mind Week
- Black History Month
- Holocaust Memorial Day
- Friendship Week (National Anti-Bullying Week)
- Road Safety Week
- Digital Safety Week
- Christian Aid Week
- Walk to School Week

7. School's Behaviour and Anti-Bullying Policy

The Behaviour and Anti-Bullying policy at John Keble makes clear the rights and responsibilities of pupils, parents, staff and governors regarding behaviour and bullying issues. The system of 'Class DoJos ' and the Restorative Approach provide a clear and structured framework which ensure behaviour is managed consistently across the school.

8. Relationships and sex education and health education

8.1 Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

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

Teach pupils the correct vocabulary to describe themselves and their bodies

8. 2. Statutory requirements

We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

8. 3. Policy development

In 2019 John Keble undertook a significant consultation around our RSE policy and teaching. This included all stakeholders including governor discussion, pupil voice, staff working party and several parent consultation meetings.

8.4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

8.5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map.

8.6. Delivery of RSE

RSE is embedded within our personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Some aspects will also be covered as part of our Digital Safety curriculum (part of our Computing Scheme of Work) and there may also be overlap with some RE curriculum.

8.7. Parents' right to withdraw

Primary schools insert:

Parents do not have the right to withdraw their children from relationships education.

9. Confidentiality and safeguarding procedures

It is important that staff know and adhere to the school's policy in relation to confidentiality and child protection issues. Staff need to be clear they cannot offer unconditional confidentiality to pupils and that the boundaries agreed by the school in relation to sensitive issues are adhered to. See the school's Safeguarding of Children/Child Protection Policy for more information.

10. Pupil participation

Our school attempts to meet the needs of our pupils by tailoring the curriculum to look at issues that are relevant to their lives as members of a local community as well as general issues that affect us all. It is on the basis of local need i.e. the pupils' own starting points that we refine and adapt the curriculum coverage as much as possible.

11. Involvement of parents/carers

It is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are given the opportunity to find out about and discuss the schools' programme such as written information displayed on the school's website, parent meetings, and invitation to sit on working parties.

We recognise that parents are the key people in teaching their children about sex and relationships and as a school, we want to work alongside parents to deliver the curriculum. We seek to gain the support of parents through sending letters home and hosting a parents' information session/workshop with an opportunity to review resources before the unit of work starts. This provides an opportunity for parents to raise issues that they feel need to be addressed.

12. Monitoring and evaluation

To ensure the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers' planning, subject leader evaluations, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme, in particular, will be evaluated by pupil feedback and implementing change if required. Other forms of evidence may come from behaviour records and audits of policies.

See related policies:

RSE Policy

Behaviour and Anti-Bullying Policy

Equalities Policy

Equalities Plan

RE Policy

Safeguarding and Child Protection Policy