

Personal, Social, Health and Economic (including Health and Relationships) Education Policy

Nelson St Philip's Church of England Primary School



Member of staff responsible: Mrs J Barnes

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Our Vision Statement

We love to learn. We learn to love.

With Christ as our Guide,

We love and learn together.

Our children are encouraged to respect their own faith and those of others in our caring Christian environment.

Christian values lie at the heart of all we do.

'God is love, and all who live in love live in God, and God lives in them.'

1 John 4:16

Living out our vision, we aim to:

Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; Every child is special in God's eyes.

GRACE

Guide Respect Aspire Care Each of us are special

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Nelson St Philip's Church of England School, our healthy relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do.

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Statement of Intent

Personal, Social, Health and Economic Education is an integral part of our teaching programme. Through the teaching of PSHE we aim to ensure the children are well prepared for many of the challenges and issues they may face in childhood or in later life.

We aim to equip the children with the knowledge, skills and attributes required to enable them to manage life's challenges; make the most of life's opportunities and make informed decisions with regards to a range of issues, including: communication skills, financial awareness, keeping healthy, safety, drug/alcohol/tobacco awareness and relationships, celebrating our differences and bullying. We will ensure that the children of Nelson St Philip's CE Primary School are equipped with the skills and knowledge that they need to tackle the 'real world'.

Our Christian values of Love, Hope and Respect will be taught alongside our PSHE curriculum where lessons are also given in citizenship. Moreover, playing a part in our community is key in order to enable the children to be the best they can be and ready for their future.

Creating and safe and supportive learning environment in PSHE / HRE lessons

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the school year and these are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them. These will need to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We have the right to pass
- We respect each other's privacy

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality (LGBT) or personal circumstance (Equality Act 2010). We teach PSHE to all children, in our school regardless of their ability and any issues will be dealt with in accordance to the School Behaviour Policy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of our children to ensure that all can fully access PSHE education provision. Our staff provide learning opportunities matched to the individual needs of children with learning difficulties, or those with a POP (Pupil Overview of Provision). Please refer to the school's SEND Policy. When teaching PSHE, teachers take into account the targets set for the children in their POPs (Pupil Overview of Provision), some of which targets may be directly related to PSHE.

Relationships and Sex Education

Our school is required to teach Relationships Education (RSE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parent and carers may only remove their child from the non-statutory elements of RSE, and must discuss this with the class teacher.

We will ensure HRE (Health and Relationships Education) is matched to the needs of our pupils by taking into account the emotional maturity of the pupils and pitching lessons appropriately.

Why is Health and Relationships important?

High quality Relationship Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for their lives. It is essential for the following reasons:

- Health and Relationships Education plays a vital part in meeting schools' safeguarding requirements. We offer a preventative programme that enables pupils to learn about safety and risks in relationships.
- Pupils will be encouraged to talk to their parents and carers.
- Pupils will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age-appropriate level.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.

Preventative Curriculum

Schools are seen as having an important role in the delivery of the Preventative Curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still underreported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the Preventative Curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:

- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and Child Protection concerns quickly and efficiently (following our Child Protection policy)
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside agencies to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

Class teachers teach HRE through different aspects of the curriculum. Whilst we carry out the main Relationship Education teaching in our PSHE curriculum, we also teach some Relationships Education through other subject areas (for example - Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

Teaching about domestic violence, sexual exploitation, forced marriage, FGM, and breast ironing

We have made a conscious decision to not cover these concepts discretely. That's not to say that children won't be experiencing them, and of course we want to protect our children and inform them to prevent these things happening to them. However, we are also aware that raising these issues could cause fear in children whose lives are not touched by such horrors. Instead, we focus on healthy relationships, what to do if you're worried about something, your rights as a child, personal space, body privacy and who can help us, and so on. Through this we are building their ability and confidence to speak out when they feel hurt or unsafe. The DfE guidance (2019) for Relationships, Health and Sex Education states that these topics should be taught explicitly in secondary school. The DfE Guidance (2019) states that in Primary School; 62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

In our school, this is delivered by focusing on boundaries and privacy, ensuring our children understand that they have rights over their own bodies. From Reception onwards, children begin to learn about privacy and staying safe. The theme of 'Safe Relationships' is

embedded throughout our PSHE scheme of work and all classes in school from EYFS to year 6 learn about keeping themselves safe in an age related context. From ages 6-7 upwards, pupils learn about which parts of their bodies are private, which can help them to express more easily if someone else is taking an interest in their bodies that makes them feel uncomfortable. There are also numerous opportunities for our children to talk about themselves safely in the classroom - during circle times - or to a trusted adult, about anything they might be worried about or have questions about. Children are reminded about this in their classes and it forms part of our class charters. In essence, teaching about safety and relationships as part of PSHE (and particularly RSHE) contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations, and is reflected through the units 'Families and Relationships', 'Safe Relationships' and 'Respecting Ourselves and Others' which are delivered to all classes in school from EYFS to Year 6.

Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for HRE. If children do ask about issues linked to such topics, they will be dealt with appropriately and sensitively.

There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Should the question be related to a sexually related topic then the teacher will respond with "I can't answer that question now but I will get a response for you as soon as possible". The teacher will contact home and ask the parent if they wish to answer it, the teacher should answer it or if they should answer it together. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of HRE.

The Role of Parents and Other Professionals

As a school, we are aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of learners at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- Inform parents about the HRE policy and practice.
- Answer any questions that parents may have about HRE.
- Take seriously any issues that parents raise with teachers or Governors about this policy or the arrangements for Relationships Education in the school.
- Seek the views of parents and encourage them to be involved in reviewing the HRE policy.
- Inform parents about the best practice known with regard to Relationships Education, 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.

Parents do not have the right to withdraw pupils from Relationships Education but do have the right to request that their child be withdrawn from some or all of Sex Education not included in the Science National Curriculum. They should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with the Relationship Education Programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Lead and class teachers' responsibility to plan the curriculum and lessons

How is PSHE and HRE taught?

PSHE and HRE will be taught according to the consistent and systematic pedagogy identified through School.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through the following:

- Teaching taking into account the ability, age, development and cultural backgrounds of our young people, and those with English as a second language, to ensure that all can fully access HRE and PSHE education provision.
- Promoting social learning and expecting our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.
- Using HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

Assessment in PSHE

PSHE education alone is not responsible for pupils' future lifestyle choices. As with any other subject, assessment in PSHE education focuses on learning, set against the lesson objectives and outcomes.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned and how learning and understanding has progressed.

How we assess PSHE in our school

Below are some of the ways in which we assess children's knowledge in PSHE at the beginning of a new unit:

- Questioning discussions

- Thought showers
Role-play, hot-seating, freeze-frame and other drama techniques
Storyboards/cartoon strip/scenario script writing
- Responding to a scenario, picture or video clip Mind map or spider diagram
'Graffiti wall'/'working wall'
- Quiz
- Questionnaire Continuum/'washing line'
- Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)
- Explain to an alien what you know about...
- Card sort, e.g. 'diamond 9'

Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils will have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. The simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below shows possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

Baseline assessment activity	Endpoint activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Thought shower	If written down (eg in children's PSHE books or floor book), revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.

Storyboards / cartoon strip / scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
Graffiti wall / working wall	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum / 'washing line'	Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (eg pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open- ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.

<p>Explain to an alien (eg what do you know about.....)</p>	<p>Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other’s questions.</p>
<p>Diamond 9</p>	<p>Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.</p>

Monitoring and Review Monitoring is the responsibility of Subject Lead and subject Governor with responsibility for HRE and PSHE. The Curriculum Committee of the Governing Body monitors our Policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modification. Parents are invited to workshops where we share the PSHE and HRE policy, curriculum content and resources. The committee gives serious consideration to any comments from parents about the Relationships Education Programme. The effectiveness of the HRE programme will be evaluated by assessing children’s learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities. Staff also complete an evaluation form annually which the Subject Lead analyses and shares with the SLT.