



Personal, Social, Health, Citizenship & Economic Education **and** **Relationships Education Policy**

Introduction

This policy should be read in conjunction with the following school policies:

- Online safety Policy
- Anti-bullying Policy
- Safeguarding Policy
- Equal Opportunities

This policy is written with consideration to our school commitment to the Rights of the Child and in light of us being a Rights Respecting Gold School. Although direct reference to this is not continually made, the policy has been written with full awareness of our commitment to Children's Rights. This policy also complies with Article 28 of the UNCRC 'Every child has the right to an education' and Article 31 'Right to relax, play and take part in a wide range of cultural and artistic activities.'

PSHCE education is an important and necessary part of all children's education. Through a planned programme of learning, we aim to provide the children with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our children need to thrive as individuals, as part of a family, and as a confident member of the wider community.

Statutory Requirements

PSHCE makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Additionally, as a maintained primary school 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.

At Hesleden Primary we teach PSHCE and RSE as set out in this policy.

Policy Development

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

- Review – a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the draft policy sent home

- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Principles & Values

Hesleden Primary School believes that PSHCE and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all pupils in our care
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation and sexual identity without promotion of any particular family structure. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Coherence [INTENT]

From making responsible decisions about alcohol to succeeding in their first job, PSHCE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity

RSE involves acquiring and sharing information, developing skills and forming positive beliefs, values and attitudes

The aim of RSE is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of consent
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Parental Involvement

At Hesleden Primary, we encourage parents to be involved by:

- Inviting them into school three times per year to discuss the progress of their child.
- Providing parents with an annual report outlining their child's achievements and progress.
- Holding family Fridays for parents to look at their child's work and speak informally to staff.
- Sending homework activities weekly to be completed by or with their child.

Organisation [IMPLEMENTATION]

Hesleden Primary School specifically delivers relationships and sex education through its PSHCE Programme, RE and Science lessons in EYFS and KS1 and KS2.

Much of the sex and relationship education at Hesleden Primary School takes place within PSHCE lessons. Teachers generally deliver the PSHCE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science.

The PSHCE Programme which embodies the British Values (Democracy; The rule of law; Individual liberty; Mutual respect and Tolerance) and Science National Curriculum are taught in every year. An overview of the Science National Curriculum, and RSE Expectations, can be found in Appendices 1 and 2, at the end of this policy.

Our PSHCE Curriculum Maps out the elements taught across school, including: Relationships; Living in the wider world and Health and Well-being. The overview can be found in Appendix 3.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

The resource 'Godfrey and Lucinda' will be used, at times, to support the delivery of RSE within school. An overview of the content this pack can be found at the end of this policy in Appendix 4.

Inclusion

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

- *Ethnic, Cultural and Religious Groups*
We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.
- *Pupils with Special Needs*

We will ensure that all pupils receive relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

- *Gender, Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Roles and Responsibilities

The governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see below).

Staff

Staff are responsible for:

- Delivering RSE 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 RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Mrs Dunn is the Co-ordinator for PSHCE/RSE in school. The majority of the teaching across this curriculum is delivered by Mrs Fletcher.

Pupils

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

Right of withdrawal of pupils from Relationships and Sex Education

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership protection procedures (<https://www.proceduresonline.com/durham/scb/>) with special reference to Sections 'Making a referral' and 'Underage Sexual Activity'.

Monitoring and Review.

It is the responsibility of the Head teacher to oversee and organise the monitoring and evaluation of PSHCE/RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE/RSE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the relationships and sex education policy and curriculum and, as such, will be involved in the monitoring exercises.

Head teacher signature

Governor signature

Date

This policy will be reviewed annually.