



Personal, Social, Health and Economic Education (PSHE) Policy incorporating Relationships, Sex & Health Education (RSHE)

for

**Canon Popham Church of England
Primary Academy**

PERSON RESPONSIBLE FOR POLICY:	Miss M. Simpkin
APPROVED: C. Mitchell	DATE: 10/3/21
TO BE REVIEWED	March 2022

Vision Statement

Aims

Rationale

Subject Content and Delivery

- Personal Social Health Economic Education (PSHE)
- Relationships and Sex Education & Health Education Implementation

Accessibility, Inclusivity and Equal Opportunities

Teaching and Learning

Assessment

Working with Parents/Carers

Right to Withdraw

Consultation

Safeguarding and Child Protection

Roles and Responsibilities

Named member of staff/coordinator for RSHE / PSHE – Miss M. Simpkin

Staff responsible for managing safeguarding and child protection – Mrs A. Navas,
Mrs J. Shelton, Mrs C. Barratt

Named governor(s) responsible for RSHE- Mr C. Mitchell

Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self- discovery*

Everyone Matters!

Aims

- To enable children to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work in modern Britain.
- To equip children with the knowledge and skills to form and maintain positive relationships.
- To promote a healthy lifestyle through the choices made to support positive physical and mental health.
- To encompass British Values within our school community including democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Rationale

Personal, Social, Health and Economic (PSHE) Education remains an essential part of the primary curriculum with many different elements including Relationships, Sex and Health Education (RSHE), Spiritual, Moral, Social and Cultural Education (SMSC) and British Values. RSHE is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life. Sex Education for primary age pupils is not compulsory. However, at Canon Popham, we ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils. The policy will equally be outlined and shared with the relevant stakeholders and parents. This policy will be reviewed based on guidance from the Department of Education (DfE) as the curriculum is developed over the upcoming years.

Subject Content and Delivery

Personal, Social, Health & Economic Education (PSHE)-

At Canon Popham, PSHE Education is on each class timetable and a session is taught every 2 weeks. PSHE includes the statutory content of RSHE as well as learning about our future self through exploring careers, citizenship and economic education. Our RSHE programme is an integral part of our whole school PSHE education provision. The British Values include; Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and those without faith. British Values are promoted and displayed within Canon Popham Primary Academy. Our school councillors are voted by pupils in their class, promoting democratic processes. It is the school council's duty to ensure that the pupil voice is heard. The schools behaviour system allows pupils to reflect on choices and behaviours and benefit from those positive choices, equally there is a consequence in place for undesired behaviour (see behaviour policy). Behaviour systems in school are clear and consistent, encouraging children to distinguish from right and wrong and accept the responsibility of their behaviour. This standard helps the understanding of how choices can

PSHE (Incorporating RSHE Policy)

contribute positively to community and those in the wider locality of the school and society. Staff at Canon Popham promote high standards from children, encouraging respect of themselves and others. We discuss the similarities and differences of our personalities and choices, including faiths and beliefs, and educate the children to understand and celebrate these.

Relationships and Sex Education & Health Education Implementation-

We deliver our RSHE curriculum through a range of different approaches within the school day. These include a PSHE lesson timetabled every week, assemblies, science, computing, PE and RE lessons and the delivery of the Sheffield ILS E-Learning Scheme of Learning. Class teachers deliver all areas of the curriculum throughout the year and are responsible using the long-term overview to identify what should be taught in each year group at each half term. RSHE is valued within Canon Popham Primary Academy and the themes outlined are critical to child development. In order to promote RSHE within school, we invite outside agencies in to discuss key areas, these are then followed up and supported by whole school events or direct and discrete teaching around the subject. Each resource used is assessed based on appropriateness for the age and current needs of the pupils in school. All external speakers deliver in line with our RSHE policy and safeguarding procedures. External speakers may include, Doncaster School Nursing, NSCPCC etc. In addition to Relationships and Health Education, sex education is taught in year 6. Parents are able to withdraw their child from this learning if they choose to (see 'Right to Withdraw' section below). Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

The following aspects and concepts will be covered within the RSHE guidance published in June 2019-

Relationships Education-

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education-

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (i.e. puberty education)

Accessibility, Inclusivity & Equal Opportunities

RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant

to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum. Canon Popham C of E Primary Academy is part of Doncaster Council's Healthy Learning, Healthy Lives programme. This provides us with support, resources and local data from the Doncaster Council Public Health team.

Teaching & Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy. It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature. Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health and puberty. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others
- Distancing techniques will be used to help depersonalise the situations under discussion. Distancing also helps pupils learn and then reflect on how it applies to their own lives. This may include using a linked story or video clip with a character linking to the learning.

Assessment

Teachers should use their professional judgement to assess pupils on the content of each area being taught. By using assessment for learning techniques, they should ensure pupils are making good progress in RSHE. High quality evidence should be gathered by teachers during PSHE/RSHE learning, these should be saved to each child's individual Seesaw account or paper copies into their individual curriculum book and whole class discussions in the class wider curriculum floor book. Assessment class trackers are used within each class to show areas where children have achieved the learning outcome or not by looking closely at the skills progression grids. As in any other subject area, provision is in place for higher ability pupils where teachers will refer to the programme of study to identify next steps in learning to provide challenge to these pupils. Equally for those who are not meeting the learning objective for the theme in question, teachers will support pupils by revisiting learning and intervening when appropriate. By using the programme of study, teachers can clearly see the progression made within each year group and may draw on this information and support from staff in other year groups to ensure progress is being made by every child. They should use the information on what adults can do to support learning within the programme of study to direct teaching to suit the needs of these pupils.

Working with Parents/Carers

RSHE is a partnership between our school and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- invited all parents to the RSHE initial consultation
- sent copies of the curriculum statements to parents prior to the consultation so any questions about this could be answered
- shared the curriculum content and organisation is on class long term-plan, available on the school website
- are available to answer any questions that parents may have about the RSHE of their child
- produced all relevant consultation documents are available on the school website to view

Any parents wanting more information about our RSHE curriculum in the first instance can contact Mrs Navas.

Right to Withdraw

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). At Canon Popham, this would be the content of conception delivered by the school nursing team. There is no right to withdraw from Relationships Education or Health Education as this is statutory across all schools. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter. If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil. Prior to withdrawal, parents should meet with the head teacher to discuss content and the purpose of the curriculum before full or partial withdrawal is granted. When given the right to withdraw, teachers should equip the children with practical and purposeful alternative learning during the period of withdrawal.

Consultation

Parent consultation has taken place prior to the delivery of the new statutory requirements. This was held on Monday 2nd March 2020 at 3pm & 5pm. Pupil consultation has taken place to obtain views on PSHE/RSHE delivery within our school, this will inform our next steps. Pupil questionnaires were completed by Friday 27th November 2020. This policy has been shared with all members of school staff. All information relating to the PSHE/RSHE curriculum is available on our school website.

Safeguarding & Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with other policies.