



## PSHE & RSE Policy – Lanner Primary School

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Headteacher	Kieran Walsh	
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### Statement of Intent

At Lanner Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils 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 pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. Whilst we may not have a hugely diverse multicultural society in our school, we do have children from different races, cultures, religions and beliefs. In addition, we want to educate our children so **as is this word needed?** they are well prepared to live in different areas of the country or indeed the world. We also understand the vital role we have in ensuring that groups or individuals

within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to 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.

### **Roles and responsibilities**

- The governing board is responsible for:  
Ensuring all pupils make progress in achieving the expected educational outcomes.  
Ensuring the curriculum is well led, effectively managed and well planned.  
Evaluating the quality of provision through regular and effective self-evaluation.  
Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.  
Providing clear information for parents on subject content and their rights to request that their children are withdrawn.  
Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- The Headteacher is responsible for:  
The overall implementation of this policy.  
Ensuring staff are suitably trained to deliver the subjects.  
Ensuring that parents are fully informed of this policy.  
Reviewing requests from parents to withdraw their children from the subjects.  
Discussing requests for withdrawal with parents.  
Organising alternative education for pupils, where necessary, that is appropriate and purposeful.  
Reporting to the governing board on the effectiveness of this policy.  
Reviewing this policy on an annual basis.

- The relationships, sex and health education subject leader (Headteacher) is responsible for:  
Overseeing the delivery of the subjects.  
Ensuring the subjects are age-appropriate and high-quality.  
Ensuring teachers are provided with adequate resources to support teaching of the subjects.  
Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.  
Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.  
Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.  
Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

### **Pupil Learning Outcomes**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **Curriculum Content**

### Relationships education overview

#### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

#### **Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Lifewise PSHE programme. Lifewise brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Lifewise is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

Lifewise content is organised into Year Groups for: Key Stage One, Lower Key Stage Two and Upper Key Stage Two. Lifewise PSHE and Activity Scheme' programmes and units covering the National Curriculum, Statutory and Non-Statutory Guidance and DfE 'Relationships' document Sex Education is taught across all Year Groups from Y1 – Y6 in the 'Lifewise PSHE and Activity Scheme'. It also links to a number of other topics covered in each Year Group. Sex Education is not compulsory in primary education, however the DfE recommends that it should be taught at this age and elements of the National Curriculum for Science already include sexual reproduction in humans, which is compulsory. Drugs Education is specifically taught in Years 2 and Year 6 in the 'Lifewise PSHE and Activity Scheme' and there are also links to content about medicines, household substances, peer pressure etc. across topics in other Year Groups in the Scheme. Drugs awareness is part of the DfE 'Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019. Female Genital Mutilation is specifically taught in Year 5 in the 'Lifewise PSHE and Activity Scheme' however, there are links to areas such as respect, law, boundaries, the human body etc. across other Year Groups in the Scheme. The decision about if, when and how to teach this subject, remains with the school. Many primary schools teach their pupils in mixed gender lessons about FGM. (Refer to the DfE 'Statutory

Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019 about pupils, the law and FGM for more information.

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through topic teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Well-being Day, Healthy Schools Week. In addition, teachers may teach 'one off' lessons or subject areas to deal with a particular event or incidents that may have occurred.

### **Teaching and Learning**

In line with our Teaching and Learning policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting.

In KS1 and KS2 PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our topic led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. Classes may use circle time to promote and discuss issues within PSHE and citizenship. Where possible as a school we try to develop our PSHE ethos to many aspects of school life.

Where appropriate some classes use worry boxes to encourage children to voice their concerns. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

### **Parental and Community Involvement**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by sharing with them what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Relationships and Sex Education (RSE) is taught in the summer term through the Lifewise programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for

others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

### **Withdrawal from RSE Lessons**

Up until September 2020 parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

**From September 2020 Relationships and health education is statutory at primary level and parents do not have the right to withdraw their child from the subjects.**

**As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.**

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Lifewise. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support, regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying will be dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

## **Involving Parents and Carers**

The school believes that it is important to have the support of parents, carers and the wider community for the Lifewise PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the programme through:

- Parent/carer consultation (Hosted April 2021 by headteacher)
- Parents'/carers' evenings.
- Information leaflets/displays/website.

## **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each class uses SMSC books and floor books to record children's learning. For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

## **Monitoring and Evaluation**

The PSHE/RSE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

## **Links with Other Policies**

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- SMSC Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy
- SEND Policy
- Teaching and Learning Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy:

## **Legal framework**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

### **Training and Support for Staff**

All staff benefit from Lifesie PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. (Staff inset day on 3/9/2020)

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.