

PSHE/SRE Policy

September 2021/2023



TO BE REVIEWED 2021

Introduction:

At Rodmersham, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils;
- Provide sex and relationships education;
- Promote community cohesion;
- Achieve the aims of the whole curriculum.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance

Aims:

PSHE education at Rodmersham aims:

- To give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions;
- To encourage and support the development of social skills and social awareness;
- To enable pupils to make sense of their own personal and social experiences;
- To promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- To enable effective interpersonal relationships and develop a caring attitude towards others;
- To encourage a caring attitude towards and responsibility for the environment;
- To help our pupils understand and manage their feelings;
- To understand how society works and the rights and responsibilities involved.

Content:

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for materials relevant to the value focus are given on the PSHE curriculum.

Planning:

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in year groups. They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- Setting different tasks within sessions;
- Using resources appropriate to each individual.

Implementation:

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach (for students working at P4 and below) by a teacher or TA. Visiting professionals may provide talks/workshops to pupils. PSHE values are also introduced in and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment:

At Rodmersham, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- Assessing all children's starting point during the first lesson on a value;
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- Implementing assessment-based planning so that lessons consistently meet children's needs;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- Completing end of unit assessments, either as a whole class, in groups, with a peer or individually;
- Making on-going use of the assessment award scheme (bronze, silver, gold) to recognise achievement and progress. Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate summative and formative assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Sex and Relationship Education

Introduction

The teaching of Sex and Relationships Education at Rodmersham School, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The Moral and Values Framework:

Sex and Relationships Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education. We aim to:

- Help pupils develop sensitivity and respect for themselves and others;
- Provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- Support pupils in taking responsibility for their actions and the consequences of their actions;
- Provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Aims of Sex and Relationship Education:

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- Provide the knowledge and information to which all pupils are entitled;
- Help children to develop feelings of self-respect, self esteem, self -confidence, sympathy and empathy;
- Provide the confidence to be participating members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to take responsibility for their own actions;
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of the importance of health and hygiene;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Respect and care for their bodies;
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- Give them information on where individuals and families can get help and support.

Context

We teach Sex and Relationships Education in the context of the school's aims and values framework. Whilst Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the beliefs that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

'The objective of Sex and Relationship Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'

S.R.E. Guidance 2000, section 2 page 3.

Teaching and Learning including Delivery of the Curriculum

We teach Sex and Relationships Education discretely. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. The curriculum for SRE at Rodmersham maps out lesson objectives for each year group. These themes progress as children move through the school.

We also teach Sex and Relationships Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Sex and Relationships Education 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 that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Sex and Relationships Education policy and on the instructions of the head teacher.

The Role of Parents

The school is well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. 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:

- Inform parents about the school's Sex and Relationships Education policy and practice;
- Answer any questions that parents may have about the Sex and Relationships Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.
- It is the responsibility of the head teacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The Head Teacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Confidentiality

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the head teacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have an 'SRE Question box' in their classroom during the half term in which they are being taught SRE, so that they can ask questions anonymously.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the head teacher.

Children with AEN

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in SRE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with AEN, especially if the pupil has a very low mental and or emotional age.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.