

PSHE and Relationship and Sex Education Policy



Middlestone Moor Primary School

Headteacher: G Richardson

Chair of Governors: N Cooke

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Article 12 Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19 Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 19 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Intent

Middlestone Moor's PSHE lessons aim to equip children with essential skills for life. They aim to develop the whole child through carefully planned and resourced lessons that develop knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. We believe that a successful PHSE curriculum is a vital tool in preparing children for life in society now and in the future. Our PSHE units aim to cover a wide range of social and emotional aspects of learning, enabling our children to develop their identity and self-esteem. The themes and topics have been carefully chosen to support the social, moral, spiritual and cultural development of our children and provide them with protective teaching on essential safeguarding issues, developing the knowledge of when and how to ask for help.

Our plans are developed from the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study, which is recommended and referred to by the DFE in all key documentation relating to PSHE provision in schools. Our plans follow the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. Our lessons fulfil the requirements of 2020 Statutory Relationships and Sex Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

Our PSHE lessons are designed to be taught in thematic units. We will teach these units as a spiral curriculum that revisits each theme every year. This will enable our children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of our children. Our lessons signpost key words, building vocabulary to develop understanding. Teachers have the flexibility to choose from a range of resources which will help them to tailor their lessons to the maturity and needs of their class. We will also draw on the expertise of people around us and invite visitors in to enhance our lessons.

Impact

Through our effective curriculum, our children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how to seek the support of others. Our children will apply their understanding of society interactions from the classroom to our wider community. By prioritising physical and mental health and wellbeing, our children will have the skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of the children around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress. This can be achieved by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent. This is achieved by raising aspirations and empowering them with the skills to overcome barriers they face. Our whole-school approach will positively impact wellbeing, safeguarding and SMSC outcomes. This will ensure that our children develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

1. This policy was developed in response to:

- Sex and Relationship Education Guidance DfES 2000
- Draft Guidance - Relationships Education and Relationships and Sex Education (RSE) and Health Education, (Department for Education February 2019)
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013.
- Equality Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education - Statutory Safe Guarding Guidance (2018)
- Children and Social Work Act (2017)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

2. The Consultation Process Has Involved:

- PSHE Lead undertaken LA training
- Consultation and engagement with parents / carers led by PSHE Lead
- Review of Relationships and Sex Education curriculum content with staff, pupils and parents /carers
- Consultation, agreement and implementation of policy by school governors

3. Statutory Requirements

This PSHE Policy has been written to ensure Middlestone Moor meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'.

Relationships and Health Education are compulsory in all schools providing primary education. At Middlestone Moor, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula.

4. What is Sex and Relationship Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

5. Principles and Values

In addition, Middlestone Moor Primary School believes that 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 young people
- Encourage every student to contribute to make our community and 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. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views.
- We are aware of different approaches to sexual orientation, 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 sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances

(both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages
- understanding human sexuality, reproduction, gender identity, personal health, emotions and relationships
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

6. Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students 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 sexual and pastoral relationships

- avoid being exploited or exploiting others
- communicate effectively by developing appropriate terminology for sex and relationship issues
- 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
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

7. Organisation and Content of Sex and Relationship Education

Middlestone Moor Primary School specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons.

Much of the Sex and Relationship Education takes place within PSHE lessons. There is some discreet teaching as is appropriate. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with 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 PSHE 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 in Y5 and 6.

The PSHE Programme and Science National Curriculum are taught in every year. Any RSE lesson may consider questions or issues that some students 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 children ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, the question may be dealt with individually at another time.

More expert or specialist teachers support class teachers who are uncomfortable with teaching certain parts of the 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 at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills and attitudes.

8. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

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

9. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

10. Confidentiality Controversial and Sensitive Issues

It should be made clear to pupils that all adults in school cannot offer unconditional confidentiality.

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 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 13s should be fully documented including detailed reasons why decisions were made not to share information.

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 LSCB protection procedures (with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' - 'Young People under the age of 13' and the School's Safeguarding Policy.

11. Monitoring and Evaluation of PSHE and Sex and Relationship Education

It is the responsibility of the Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing body is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy and curriculum.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, CPD and delivery.

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