

Brimrod Primary School



PSHCE (including Sex & Relationships) Policy

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Overall Information

This policy covers the school's approach to the teaching the Personal, Social, Health and Citizenship (PSHCE) curriculum subject. Within this curriculum, this policy will cover the school's approach to the sex and relationships (SRE) section of the PSCHE curriculum.

It is designed to ensure that all children are ready for life in modern Britain and the world in which they will become adults within and to make informed choices both as a child and as a future adult.

It is to ensure all stakeholders have a clear understanding of the school's approach to PSHCE and SRE and their rights within it.

How does this policy fit in with the school's overall aims and objectives?

The school's overall aims are to provide an education to the children which 'encourages the children to achieve their true potential'. The schools believes that this includes in all aspects of the children's lives.

The school believes that children need to have a broad and balanced curriculum in order for children to truly fulfil their potential in school and later life.

The schools believes that through and effective PSHCE programme, which includes effective SRE teaching, the children will be able to **challenge** stereotypes and ideas they know to be wrong; **Aspire** to ensure a fairer society for all and make a contribution; **Create** a life for themselves which keeps them safe through informed understanding and ultimately **achieve** their true potential.

How will this policy be communicated to all key stakeholders including parents?

Parents and carers will informed about this policy through the following:

- The School website (under the policies section)
- A requested copy of the policy through the school office
- Through a request to meet with the Headteacher or any other member of the Senior Leadership Team
- Through an email request for the policy or email questions to the Headteacher.

The policy will be available to parents and carers through:

- The school website

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- School Office
- Email
- Where possible, the policy will be translated into a parent or carers home language on request.

How does this policy meet the statutory responsibility towards Equality and Diversity?

This policy is designed to complement the school's statutory responsibility to fulfil the Equality Act 2010. Ofsted will also look to ensure that the school is fulfilling its responsibility during any inspection as detailed in the Education Inspection Act 2006.

The school will promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude by:

- Be sensitive to individual needs
- Seek to create a fine balance between cultural expectations and providing the children with an effective PSHCE education
- Presenting non-biased factual information on the range of issues covered.

Teaching will take into account the ability, ge, readiness and cultural backgrounds of our children and those with English as a second language to ensure that all can access fully our PSHCE and SRE provision.

The school promotes social learning and expects our children to show a high regard for the needs of others by:

- Respecting that other people may have a different viewpoint to themselves
- Modelling how to show tolerance for different viewpoints
- Ensuring the learning environment is supportive of different viewpoints.

The school uses PSHCE education as a vehicle to address diversity issues and to ensure equality for all by

- Ensuring pupils have an effective understanding of different viewpoints & relationships.
- Facilitating a secure environment so effective discussion and learning of topics can happen
- Ensuring no personal bias is used during sessions.

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What values will this policy promote?

Our programme promotes the values of:

- Tolerance
- Equality
- Understanding
- Personal Liberty

What are the policies overall aims and objectives?

The school's overall aims and objectives for this PSHCE & SRE policy and PSHCE curriculum are built on the PSHCE Associations aims and objectives which includes developing children's understanding of:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- **Relationships** (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

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The PHSCE programme, including the SRE, followed within school aims to develop the following skills and attributes:

Personal Effectiveness

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal & Social Effectiveness

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing Risk & Decision Making

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

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- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

What are the intended outcomes?

The learning outcomes of our programme will be that pupils will:

- Know and understand
- Be able to say and do
- Understand they have the right to
- Understand they have a responsibility to

What will the key teaching approaches used?

The programme will be taught through a range of teaching methods including

We will ensure learning starts from where the pupils are by:

- Using effective questioning and assessment information
- Mind Maps
- Discussion

We will seek to understand pupils prior knowledge by:

- Effective transition information between classes
- Accurate assessment of the class
- Not assuming all children in the class are at the same level of maturity as others within the class or previous classes.:

We will ensure cross curricular learning by:

- relating learning to other areas of the Cornerstones Curriculum and experiences the children have had.

What topics will be covered and when?

Our school follows the evidenced based PSHCE curriculum and is complemented by the PSHCE Association supported and award winning Christopher Winter Project.

The PSHCE programme follows 3 key themes. Each key theme is covered over the course of a term. Core theme 1 concerns Health and Wellbeing; Core theme 2 is

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Relationships and Core theme 3 is Living in the Wider World. Any aspect which concerns SRE is in **bold** below.

The Christopher Winter Project complements this curriculum primarily in the areas of Health and Well Being and Relationships.

Core Theme 1: Health & Well Being

During Key Stage 1, pupils will have the opportunity to learn:

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H8. about the process of growing from young to old and how people's needs change

H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

H11. that household products, including medicines, can be harmful if not used properly

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

During Key Stage 2, pupils will have the opportunity to learn:

H1. what positively and negatively affects their physical, mental and emotional health

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- H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
- H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
- H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- H15. school rules about health and safety, basic emergency aid procedures, where and how to get help
- H16. what is meant by the term 'habit' and why habits can be hard to change
- H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- H18. how their body will, and their emotions may, change as they approach and move through puberty**
- H19. about human reproduction**
- H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers**
- H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

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H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Core Theme 2 : Relationships

During Key Stage 1, pupils will have the opportunity to learn:

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7. to offer constructive support and feedback to others

R8. to identify and respect the differences and similarities between people

R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

During Key Stage 2, pupils will have the opportunity to learn:

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

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- R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- R7. that their actions affect themselves and others
- R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
- R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- R11. to work collaboratively towards shared goals
- R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- R15. to recognise and manage 'dares'
- R16. to recognise and challenge stereotypes
- R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation**
- R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) January 2017 additions:
- R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others**
- R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.**

The Christopher Winter Project lessons, which are supported by the PSHCE and its curriculum, cover the following lessons in different Year groups:

Reception: Our Day; Keeping Ourselves Clean; Families

Year 1: Keeping Clean; Growing & Changing; Families and Care;

Year 2: Differences: Boys and Girls; Differences: Male & Female; Naming body parts

Year 3: Differences: **Male & Female**; Personal Space; Family Differences

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Year 4: **Growing & Changing; What is puberty?; Puberty Changes and Reproduction**

Year 5: **Talking about puberty; Male & Female Changes; Puberty & Hygiene**

Year 6: **Puberty & Reproduction; Understanding Relationships; Conception & Pregnancy; Communicating in Relationships**

Parents have the right to withdraw their children from **non-statutory elements of sex education**. This right does not extend to any other aspect of SRE including any discussion about relationships.

PSHCE is timetabled once a week for approximately 30 minutes. Christopher Winter Project lessons will take place in July.

How will the school assess the learning?

Assessment is a key aspect of teaching and learning throughout school. PSHCE will be assessed in the following ways:

- Observation
- Questioning
- Quiz (not tests)
- Mind Maps
- Pupil Voice (through School Council)

How will the school involve pupils?

Pupils involvement in lessons will depend on the age and stage of development of each child. At Key Stage 1 and 2, the school will ensure that it uses the children's prior knowledge as a starting point for lessons.

How will the school ensure the policy is inclusive?

This policy should be read alongside the school's Special Educational Needs policy and Equal Opportunities policy which are both available on the school's website.

The school will identify pupils' different starting points by:

- Using Mind Maps
- Discussion
- Drawings (where appropriate)

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How will parents be consulted and involved in this policy?

The school is committed to working with parents and will always try and emphasise with parents about all aspects of PSHCE including SRE. The school will always try to be sensitive to the cultural needs of the vast majority of parents and any concerns they may have.

In order to try and alleviate some of those concerns, the school will:

- only use nationally recognised schemes of work which support teachers' delivery of the PSHCE and SRE curriculum.
- Offer a SRE open morning once a year so parents can view all the materials (including the Christopher Winter Project) and ask any questions about the school's PSHCE provision.
- Ensure all teachers have received the necessary training to deliver the schemes of work used within school.
- Publish the Scheme of work used in school on the school's website so parents have easy access to the materials.

The school will communicate to parents about their right to withdraw their child from **any or every aspect of sex education that is not taught as part of the statutory curriculum'** through:

- A permission letter which will be given out every year and ensuring all copies are held by the class teacher.
- Regular updates on Twitter about the right to withdraw.

Parents **must inform** the school of any change in their permission throughout the year.

Who will be responsible for teaching the programme?

The PSHCE programme, including all SRE elements, will be delivered by the class teacher. The school believes this is the member of staff who knows their class well and understands the needs of the children.

To support class teachers in delivering the programme, the Headteacher will ensure they have received specific ongoing training using nationally recognised materials provided by the PSHCE Association and Christopher Winter Project.

The school will use external speakers such as the school nurse where they feel it is appropriate to support the effective delivery of the PSHCE curriculum.

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As the curriculum is being delivered by the class teacher, all children within the class will be taught at the same time. **This view is supported by the PSHCE Association.**

How will this policy link to other school policies and curriculum policies?

This policy links to other school policies which are either available on the school website or on request to the school office:

- Child Protection
- Equality Opportunity
- Special Educational Needs Policy
- Science

How will pupils' questions be answered?

Pupils questions will be answered sensitively. In lessons, teachers will provide many opportunities for pupils to ask questions including:

- Questions & answer sessions
- Anonymous question box
- Separate discussion time (although children will understand that nothing in session could be kept a secret)

What is our policy on confidentiality?

Due to the nature of PHSCE education, pupils learning may result in them asking or seeking advice on a personal issue. **No teacher will offer complete confidentiality.**

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