



Loving, Learning,  
Community.



**PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION) (HRE) POLICY**

**St Marys CE Primary School, Rawtenstall**

<b>Consultation has taken place:</b>	<b>Staff</b>	<b>Governors</b>		<b>Families</b>
	<b>Date: February 2021</b>	<b>Date: June 2021</b>		<b>Date: June 2021</b>
<b>Date formally reviewed by Governors:</b>	<b>April 2023</b>			
<b>Date policy became effective:</b>	<b>April 2023</b>		<b>Review Date: April 2025</b>	
<b>Person(s) responsible for implementation &amp; monitoring:</b>	<b>Mr N Gurman and Mrs C Waite</b>			
<b>Suggested policies to cross reference:</b>	<b>SMSC</b>	<b>Safeguarding</b>	<b>Online safety</b>	<b>Food &amp; Drink</b>
	<b>Confidentiality</b>	<b>Emotional and Mental Health and Wellbeing</b>	<b>SEND inclusion</b>	<b>Behaviour (including anti-bullying)</b>
	<b>Visitor</b>	<b>Equalities</b>	<b>P.E.</b>	<b>Bereavement</b>
<b>School Mission Statement</b>				
<p>Based upon our belief of Jesus Christ as the Son of God and Saviour of the World, we will give all children a positive experience of Christianity and learning, whilst retaining a respect for other faiths.</p> <p>We will promote the spiritual, moral, cultural, mental and physical development of all pupils, within a caring, loving, stimulating and nurturing environment, which is firmly based upon Christian values.</p> <p>All children will receive a wealth of high quality educational experiences through the positive involvement of school, home and St. Mary's Church.</p>				
<b>INTENT OF PSHE/RSE EDUCATION (HRE)</b>				
<b>Purpose:</b>				
<p>The purpose of this policy at St Mary's Primary School is to ensure pupils are taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships with other children and with adults. This also includes a focus on positive and safe relationships in the online world.</p> <p>It was produced by all members of the St Mary's community through consultation with staff, Governors, parents, carers and pupils.</p> <p>Parents and carers will be informed about the policy by a paper copy and also on the St Mary's Primary school website.</p>				
<b>Statutory requirements</b>				
<p>As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.</p> <p>However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.</p> <p>In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.</p>				



### **St Mary's Curriculum Intent and Aims:**

At St Mary's CE Primary School our vision is to create a primary school that encourages its children to achieve their full potential as well rounded individuals; academically, personally and socially. We want to help each child become a caring, confident and curious young person who has an enthusiasm for learning and achieving.

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow.

At St Mary's the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and strive for new experiences and knowledge. We incorporate our Christian values of honesty, respect, trust, courage and forgiveness to promote positive attitudes to learning, which reflect the values and skills needed to promote responsibility for learning and future success.

Community is also an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum outcomes and regular services at St Mary's Church.

Children leave St Mary's with a sense of belonging to a close knit school community where they have the confidence and skills to make decisions, self-evaluate, make connections and become life-long learners.

### **What values will underpin this policy?**

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils. We promote the following values throughout all lessons and the overall ethos of the school:

- Courage
- Thankfulness
- Trust
- Forgiveness
- Hope
- Respect
- Honesty

### **What are the aims and objectives of PSHE/RSE Education (HRE)?**

At St Mary's our Relationship and Sex Education curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the school's ethos of nurturing a caring community



### How will we ensure the curriculum is relevant to our pupils?

To ensure the curriculum is relevant for our school community we use a variety of local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

### What are our intended outcomes?

The learning outcomes of our RSE and PSHE curriculum are that pupils will have achieved the following outcomes by the end of primary school. These will be taught at an age appropriate level in each year group and are available to view on the curriculum overviews for each year at [www.stmaryscep.org.uk](http://www.stmaryscep.org.uk)

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

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

**Relationships Education:** the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Health Education:** the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

**Sex Education:** the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw their child(ren) from sex education lessons.



### **Creating a safe and supportive learning environment**

The school seeks to provide a safe, secure learning environment for PSHE/RSE Education (HRE) that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults

Group agreements (ground rules) are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.

Using distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas

We will answer pupils' questions:

Honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:

- All classrooms have an 'ask it' basket all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
  - The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson
  - Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
  - There needs to be a safeguarding response

### **SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE/RSE Education (HRE) learning which meets their needs.

Teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (HRE) curriculum.

We promote social learning and expect our pupils to show a high regard for the needs of others.

We use PSHE Education (HRE) as a vehicle to address diversity issues and to ensure equality for all.

### **DfE statutory guidance states that from September 2020, all Primary Schools must deliver Relationships Education KS1 & 2 Five Topics:**

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

### **Parental Right to Withdraw:**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.



**DfE statutory guidance states that from September 2020, all Primary Schools must deliver Physical Health and Wellbeing Education (Health Education)**

**KS 1 & 2 Eight Topics:**

- *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*

**Parental Engagement**

Parents and carers were informed and consulted on the policy through written questionnaires and information sharing in Summer 2021.

**The parental views will be taken into account as a result of the consultation process, however the final decision on what content is taught and what resources are to be used will be at the discretion of the school.**

The policy is available to parents and carers through requesting a paper copy at the school office, or alternatively it can be accessed electronically at [www.stmaryscep.org.uk](http://www.stmaryscep.org.uk)

**Who will be responsible for the curriculum?**

The PSHE/RSE Education (HRE) curriculum will be led by Mrs C Waite

It is taught by all class teachers and is supported by all staff who work at St Mary's Primary School.

The school supports staff delivering PSHE Education (HRE) to access appropriate CPD by an annual audit of staff CPD needs and the PSHE lead attending termly network leadership meetings.

**Monitoring arrangements**

The delivery of RSE is monitored by senior leaders through: Planning scrutiny. lesson visits, children and staff surveys.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

As a statutory policy, this policy will be reviewed by the Curriculum Committee annually. Any changes will be consulted upon.. At every annual review, the policy will be approved by the Chair of Governors.

**Responsibility for the implementation of this policy.**

PSHE/RSE Link Governor – Mr N Bond

Head teacher – Mr N Gurman

PSHE Lead – Mrs C Waite

Appendix to include documents referenced e.g.

DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019) as well as PSHE Association documents – Programme of Study (2020), Programme Builders (2020), PSHE Lead's Pack KS 1 and 2, Handling Complex Issues safely in the PSHE Education classroom, A Guide to Assessment in Primary PSHE Education. Sex Education Forum – Curriculum Design Tool.

