

St Cleopas C of E Primary Academy

Live, Laugh and Learn



PSHE & RSE Policy

Mission Statement:

We are a distinctive, inclusive, Christian school, where everyone is welcomed and valued. We aim to nurture and develop opportunities for lifelong learning through a caring and inclusive ethos. We seek to help children to know God and find ways of relating to Him. We come together in a friendly, creative community to develop our cultural lives, spirituality and abilities through the core values of Love, Trust, Care, Respect and Joy all given and received in Jesus' name.

"..love one another. As I have loved you, so you must love one another, then everyone will know that you are my disciples".

John 13:34-35

1. Aims and Objectives

At St Cleopas Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our objectives in the teaching of PSHE are, for all of our children:

- To provide the knowledge and information to which all pupils are entitled.
- To raise pupils' self-esteem, confidence and sense of responsibility, especially in their relationships with others.
- To develop pupils' skills for a healthier, safer lifestyle so they can thrive.
- To develop pupils' confidence in their talking, listening and thinking skills and assertiveness skills to cope with the influences of their peers and the media.
- To help pupils name parts of the body, how their body works and to respect and care for their bodies.
- To prepare pupils for puberty and adulthood.
- To help pupils understand how to stay safe and protect themselves, learn how to gain access to information and support, and report any concerns or abuse towards them.

Therefore, PSHE at St Cleopas Academy helps pupils to:

- Help our pupils foster lifelong aspirations, goals and values.
- Have opportunities to develop the skills and knowledge they need to thrive now and in the future.
- Deal with critical issues they face every day such as friendships, emotional wellbeing and change.
- Build a solid foundation for whatever challenges, opportunities, life decisions and responsibilities that lie ahead, so they can face a world full of change and uncertainty with hope.

We also enhance the content of the PSHE Curriculum through opportunities such as:

- Participation and engagement with a range of extra-curricular activities which enhance their PSHE provision (such as sport clubs and competitions, chess, knitting club, prayer spaces etc).
- Purposeful visits and visitors (such as school nurses, St John's Ambulance, MyBnk banking representatives, Positive Pathways etc).

2. The Legal Position of PSHE

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.” “In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance p.11

Here, at St Cleopas we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children’s needs.

The whole school curriculum mapping document, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Safeguarding

At St Cleopas we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2021 will be followed.

All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren’t safeguarding issues, but opportunities to support the child. If this occurs staff may refer to or suggest appropriate local or national support services or information for pupils and/or their families.

If a question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Safeguarding Lead or Deputy Safeguarding Lead.

Parental involvement

We believe that parents have the primary role in delivering relationship and sex education. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's RSE policy and practice.
- Encourage and answer any questions that parents may have about the RSE for their child.
- Parents and carers are informed by letter about the content of our programme of RSE and when it is to take place.

Parents and carers are invited to discuss any concerns/questions they may have with the headteacher and/or teachers and will be invited to look at the resources that the school uses. Under the 1996 Education Act, parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school, apart from the elements of RSE that are in the statutory science curriculum. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the headteacher, and make it clear which aspects of the non-statutory programme they do not wish their child to participate in.

Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Safeguarding and Child Protection Policy.

Teachers always set ground rules before teaching PSHE and RSE: e.g. no one will have to answer a personal question; no one will be forced to join in a discussion; no one will be laughed at; only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way; no personal questions to the teacher; and no personal information will be shared. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Children know that they can talk to an appropriate adult if they have a question, concern or feel anxious, knowing that their question will be treated privately. All staff are aware that everyone has views on RSE related areas. However, while it is respected that everyone has the right to their own viewpoint, all issues are taught without bias. Topics are presented with all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

3. SEND and Inclusion

At our school, we teach PSHE to all children, whatever their ability and individual needs. We ensure that effective PSHE is available to all pupils and is sensitive to the needs of individual pupils', culture, faith and family background. PSHE forms part of the school's curriculum policy to provide a relevant, broad and balanced education to all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make good progress.

We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs and Disability, English as an Additional Language (EAL), and Inclusion Policies.

4. Assessment

It is usual for any person embarking upon a journey to have a map. Across all of our curriculum units at St Cleopas, children use a concept map to record their learning and discoveries as they journey through. This question and concept map is a key tool for assessment, linking lesson content, questions and outcomes within units. They provide strong evidence of knowledge and understanding of prior knowledge, allowing children to reflect on previously taught content and

make connections and comparisons. It also serves as a post-assessment task, clearly showing the progress in knowledge and skills gained across a taught unit.

Children's personal development is personal, not always linear or age-related. The rate at which they access and develop skills, attitudes and much of the learning in PSHE is discussion, group and whole-class work. Individual reflections are also captured through a class book. This is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved.

5. Marking

Assessment, marking and feedback will reflect each child's understanding of the key questions within each unit.

6. Resources

We have sufficient resources in our school to be able to teach all of our PSHE units. We have a Jigsaw PSHE membership, which is frequently updated to support the changing needs of schools. We also have access to Picture News resources which we use to enrich teaching in PSHE. The school library has a good supply of PSHE topic books and there is computer software to support the children's individual research.

7. Monitoring and Review

As part of an ongoing monitoring cycle, we examine the impact of our curriculum to ensure appropriateness and relevance, through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations. This helps ensure PSHE curriculum time is used effectively in all classes.

The coordination and planning of the PSHE and RSE curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in PSHE and providing a strategic lead and direction for this subject.
- Regularly monitor the subject and attend CPD.
- Ensure there is appropriate training for all teaching staff.
- Use specially allocated management time to review evidence of the children's work, and observe PSHE lessons across the school.
- Quality of teaching and learning in PSHE is monitored and evaluated by the head teacher, SLT and PSHE subject lead as part of the school's agreed cycle of lesson observations.
- Each half term, a lesson overview is shared with parents/carers. For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson via a direct letter.

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