EVELYN CP SCHOOL

P.S.H.C.E. Policy and RSE Policy

Updated March 2022

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Rationale

'PSHCE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.'

(PSHE Association)

At Evelyn CP School it is our intent to provide all children with ARCS curriculum (a real life, creative, skills based curriculum) that prepares them for adult life; supporting them through their physical, emotional and moral development and helping them to understand themselves, sustain heathy relationships and respect others.
PSHCE is a key thread through this bespoke curriculum.

Pedagogical Approach

EYFS - In the Foundation Stage, PSHCE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception children also follow the planned PSHCE scheme of work (see below) as well as the existing PSED plans.

Our PSHCE curriculum in KS1 and KS2 is based on the PSHE Association's programme of study (2020). It contains three core themes, within which there is broad overlap and flexibility:

1. Health and Wellbeing
2. Living in the Wider World
3. Relationships

PSHCE is delivered through a whole school approach which includes:

- Discrete curriculum time – Each class has a 40 minute weekly session based around one of the key themes (above) as well as 'Keys to Happiness', 'Peace and Harmony' and 'My Money.'
- A 'Peace and Harmony' session each term that includes discussion, philosophy for children and Relax Kids skills

- Circle-time to focus on a particular discussion that is relevant and timely to a specific class, group of pupils or individual
- Teaching PSHCE through and in other curriculum subjects
- Whole school assemblies and Radio Evelyn broadcasts
- Whole school events such as Health and Safety Week, E-Safety assemblies, Mental Health Awareness, Kindness Day and House Days
- Pastoral care and guidance – eg. working with the Early Help Ambassador
- 10 Minutes A Day sessions – held by all classes at the end of the day, twice weekly
- Lifelong Learning/Remote Learning – eg.'Talk Cards', to promote family discussion
- Adult Advocate groups – Regular meetings with a key adult

Our Home School Contract together with the children's Code of Conduct and Gold Behaviour Award scheme also contribute to our PSHCE programme.

Planning

All classes follow the PSHCE planning matrix. (See Appendix 1)
Each half term is divided into 6 sessions:

1. Keys to Happiness
2. Peace and Harmony
3. My Money
4. Living in the Wider World
5. Health and Wellbeing
6. Relationships

The 'My Money' strand is taught using the My Money Primary Toolkit. (See Appendix 2)

Resources

Resources are stored in the Evelyn Glennie room and school library for all staff to have access. The PSHCE leader will regularly review resources and recommend or purchase more to ensure they are kept up to date.

British Values

At Evelyn C.P. School we take seriously our responsibility to prepare children for life in modern Britain and the wider world. We ensure that fundamental values are introduced, discussed and experienced through the ethos and work of the school. They are taught explicitly through Spiritual, Moral, Social and Cultural development pathways, as identified in the Student Exit Profile.

Evelyn C.P. School actively promotes the core British values of democracy, the rule of law, tolerance, respect, individual freedom and loyalty.

The school has agreed 22 Values for Living, which permeate all aspects of school life:

Quality, Unity, Simplicity, Freedom, Friendship, Peace, Happiness, Trust, Respect, Love, Hope, Patience, Honesty, Appreciation, Caring, Humility, Courage, Thoughtfulness, Tolerance, Responsibility, Co-operation and Understanding.

Attitudes

Children are encouraged to:
- work with others, listen to each other's ideas and treat each other with respect
- consider their own experiences, attitudes and values as well as those of other people
- identify puzzling questions and suggest answers
- develop their understanding of why certain things are held to be right or wrong
- relate to moral and religious issues where appropriate

Formative and Summative Assessment, Recording and Reporting

Our Milestones to Mastery Ladders for PSHCE detail the progression expected from Early Years to Year 6.
Class portfolios display evidence of work covered throughout the year. These are monitored regularly.
Teachers report annually to parents on their child's achievements within PSHCE, as well as their behaviour, attendance and punctuality.

CPD

CPD is central to the process of the school, team and individual improvement and the implementation of educational initiatives.
The school subscribes to the PSHE Association which provides support and training.
Provision for relevant, focused CPD opportunities is developed through EPE (Extended Professional Experience), WWP (Working with pupils), OGP (Observing good practice) and EC (External courses).
The subject leader provides and signposts staff to appropriate CPD opportunities. For example, training on aspects such as 'Basic First Aid', 'Changing Adolescent Body', Mental Wellbeing' and 'Online Relationships' are found on the Government guidance site:
https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health?utm_medium=email&utm_source=govdelivery#train-teachers-on-relationships-sex-and-health-education
Other in-house training is provided such as 'E-safety', 'Online Identities' and 'Mental Wellbeing and Relaxation'.

MONITORING AND REVIEW

PSHCE co-leaders monitor the subject following the school's Monitoring Policy.
All classes have a PSHCE portfolio in which they exemplify or record details of their work.
Pupils record their work, as appropriate, in the back of their RE books.

The PSHCE policy will be reviewed annually by staff and governors.
Last update – March 2022.

SEX AND RELATIONSHIPS POLICY

AIMS AND OBJECTIVES

The aim of the Sex and Relationships Policy is to determine the content and manner in which the sex and relationship programme is taught in school.

National Curriculum 2014 specified that Relationships and Sex Education should be taught as part of PSHCE. The Relationships, Sex Education and Health Education Regulations in 2019 made under the Children's and Social Work Act 2017, made Relationships Education compulsory for primary children, from September 2020.

The policy provides a framework for teachers to teach a programme of sex and relationships education and to enable them to support the pastoral and welfare needs of all pupils.

The policy ensures that each child will develop understanding through accurate, non-biased information. This will enable them to make decisions about their own sexual health and to be sensitive and tolerant to the decisions and choices that people make. Parents play an important role in the sex education of their children and the school is committed to working in partnership with them.

The programme is developed according to the age, ability and maturity of the pupils and will provide a foundation for their future learning. However, if parents do not wish their child to take part in this aspect of education, they can request the child to be withdrawn from the lesson.

MORALS AND VALUES FRAMEWORK

The teaching of sex and relationships recognises that there are a range of values and morals held within the school community. The aim of sex and relationships education in this school is to promote the ability of pupils to make informed decisions and to enable them to determine their own values within a moral framework.

The programme reflects the school ethos and demonstrates and encourages the following values:

- Respect for self and others – issues around consent and understanding of individuals making choices
- Understanding and care for others
- The right to hold own views
- Tolerance of difference and diversity
- To be prepared for puberty and understand the physical and emotional changes that occur
- To understand the importance of stable supportive relationships within families

Puberty will be taught at year 5 and 6 (Key Stage 2), although sex and relationships will be delivered as part of a spiral curriculum throughout the school.

The Sex and Relationships programme will:

- provide learning opportunities that are relevant and appropriate to the age, maturity and ability of the pupil
- include the development of social skills
- encourage pupils to explore different values and attitudes

The curriculum is developmental and mostly taught as part of the PSHCE programme. Some elements may be included in other subjects, for example, some of the sex and relationships programme form part of the programme of work for Science.

Children are taught about issues that arise within the community, so that their curriculum is contextualised, eg. internet safety guidance.

EQUAL OPPORTUNITIES

The Sex and Relationships programme is an entitlement of all pupils. Children may be excused by the school because of race, religion or gender, at the parents or carers request. The programme will reflect and include values held by the variety of religious and racial communities with an emphasis on those held within the school.

Most of the class will be held in mixed groups, although there will be opportunities for single gender work.

Pupils with special needs will be supported according to their stage of development, and learning difficulty but will not be excluded from sex and relationships education.

The policy complies with the Equalities Act, in meeting the needs of all pupils.

ORGANISATION OF THE SEX AND RELATIONSHIPS PROGRAMME

The subject leader and leadership team are responsible for the co-ordination and management of SRE within the school.

The class teacher, who will be responsible for the content and methodology of the lesson, will teach Sex and Relationships Education.

Sex and Relationships Education will be taught as part of the PSHCE curriculum by the class teacher. Some parts may be taught as part of relationships programme by external agencies.

Sex and Relationships Education will be taught;

- as topics as part of the PSHCE programme
- through Science (as part of the National Curriculum)
- through the pastoral system
- through story time, drama
- through planned visits by the school nurse, Healthy Schools team, parents, babies etc.
- through assemblies focusing on our 22 Values for Living

Teaching Methods

Teachers will ensure sensitive participation which will support the self-esteem of pupils. They will use language which does not marginalise children, for example, 'parents and carers' rather than 'mum and dad'. The work will start with the pupil's understanding of what constitutes a family rather than assuming a stereotypical family.

Single gender groups may be used if appropriate.
A diverse range of teaching methods should be used including circle time, art, role play and online resources.

Resources

Resources should be checked against criteria:

Criteria for selecting resources:

1. The resource should match the level of concept and language with the age and ability of pupils.
2. There should be positive messages and images regarding racial and other minority groups
3. Resources avoid and/or challenge stereotypes
4. They should encourage debate rather than close down communication
5. Resources should not contain subtle messages that re-inforce dogmatic viewpoints
6. Material should engage pupils in a non-judgemental approach
7. The teacher is comfortable and confident with the resource
8. The resource is accurate and up to date
9. The resource links community and parents
10. The resource has a stimulating approach both visually and conceptually that is not patronising.
11. The aims and purposes of the company or organisation behind the resource are consistent with those of PHSCE and education within schools
12. The authors or editors have credibility

Cross Phase Links

As with other parts of the curriculum, there are procedures in place for the secondary school and the primary feeders to meet and continue the development process of Sex and Relationships Education across Key Stages 2 and 3. Secondary school liaison with primary schools feeders can facilitate an effective spiral and development curriculum.

SPECIFIC ISSUES STATEMENTS

Child Protection and Safeguarding

The school has a Child Protection/Safeguarding policy which is available on request.
Contact person: Miss Macleod

Confidentiality

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential, if requested to do so by the pupil. They may seek guidance from designated teachers without breaking confidence. Teachers must break confidence if it is an issue of child protection or if they think it is in the child's best interest to do so.

Answering children's questions

Children's questions will be answered as in every lesson, in an honest and sensitive manner appropriate to the age and maturity of the child and in keeping with religious and cultural backgrounds. Question boxes may be used in lessons to enable teachers to answer children's questions appropriately.

Using visitors

In accordance with school policy, visitors will be invited into school in order to supplement or complement the programme. For example, a mother who is pregnant or has a baby may be invited in.
Outside agencies may be used to complement the curriculum. All materials used will be viewed prior to the visit and a member of staff will remain in the class with the speaker. All outside agencies will be made aware of the school's SRE policy.

Concerns

Any concerns should be taken to the class teacher. If the teacher cannot resolve the situation, then the head teacher should be informed.

Monitor and Evaluation

A copy of the policy has been given to the LEA Schools Sexual Health Advisor and the school governors. The policy will be updated every 3 years and monitored by PSHCE co-ordinator.

The staff and governors agreed this policy in **January 2021** and it will be reviewed every 3 years unless there are changes to National and Local guidelines.

Signed ……. Chair of Governors

Signed …… Headteacher