

# PSHE/SRE policy

St Bridget's CE Primary School



Approved by: **Governors**

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## Description of the school

St Bridget's Church of England Primary School is a Voluntary Controlled primary school situated in West Kirby. It has 434 pupils on roll, the majority (387) of whom are of white ethnic origin and the others being Black African, Black Caribbean, Chinese, Indian and Black and White Caribbean. St Bridget's CE Primary has received the Healthy Schools Award and Gold Award for sports. We are a welcoming school where everyone is considered as an equal. Our Mission Statement '**Love thy neighbour as yourself**', teaches the children that everyone is our neighbour and we must treat them as we would like to be. This also links into our school values of; Faith, Hope, Love, Responsibility, Perseverance, Truthfulness, Creativity, Compassion, Respect, Teamwork and Friendship ensuring that we do not;

'discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend'. **Equality act 2010 and schools departmental advice.**

## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are:

- To provide a school that supports children's development through its' Christian foundation.
- To create an environment in which each child's potential can be realised academically, socially, creatively, physically and spiritually.
- To organise a safe and happy school where everyone is valued and respected and their individual qualities and creativity are recognised and celebrated.
- To build a team of experienced, committed and caring staff with a broad range of expertise that meet the needs of the children.
- To work with all members of the school community to provide challenging learning targets appropriate to each individual child.
- To develop the children with a broad and balanced curriculum in order to create a firm foundation for children's future education and life.
- To encourage all children to adopt and maintain safe and healthy lifestyles.
- To foster in children the qualities of self-belief, care and consideration for others, and to encourage high expectations in all areas of school life, in order to equip them to be good citizens for the future.
- To show an acceptance that we're all unique and understand the diversity of individuals and families.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

## 3. Content and delivery

### 3.1 What we teach

Statistics have helped to inform our curriculum. Under 18 conception rates are still on the rise in the UK (**Appendix C**). However, in England and Wales, particularly on the Wirral we are seeing a decrease. It is our responsibility as professionals to ensure that this continues, through educating children on appropriate and inappropriate touch, privacy and keeping safe around others and online. Although FGM is not something that we have experienced at St Bridget's we feel the importance of children learning the above and using the correct names for genitals as data does show 4,495 newly recorded FGM cases a year are reported (Female Genital Mutilation April 2017-March 2018 annual report)

Our PE lead has developed a new curriculum to excite and encourage children to participate and attend additional activities which will help to decrease obesity stats as these are also on the rise greatly from F2 to Y6 (**Appendix D**).

As stated, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). The PSHE and Science lead have worked closely to also incorporate SRE into Science lessons, so that these are no longer a stand alone lesson and children can view this as a natural development in their Science learning; humans. In line with Safeguarding, from Year 1 children will name genital parts when labelling basic body parts in Science.

Refer to our PSHE cross curricular overview for details about what we teach and how our teaching and learning builds on from children's previous learning for Relationships Education, Sex Relationship Education and Health Education. (**Appendix A**).

### 3.2 How we teach

- The culture capital of our students is well developed through our cross curricular curriculum, especially during our spring and summer term (Social Justice, Our Local Area and Our Environment) as well as through RE, stories and cultural dances.
- Heartsmart lessons will be taught weekly by school staff, 'fostering pupils wellbeing and developing resilience and character that we know are fundamental to pupils being happy, successful and productive members of society'. Heartsmart assemblies at the beginning of each half term will launch each principle, as well as additional PSHE assemblies.
- Heartsmart teaches the children a variety of life skills through 5 principles; Don't forget to let love in, Too much selfie isn't healthy, Don't rub it in, rub it out, No way through isn't true and Fake is a mistake.
- **Please refer to Appendix A for PHSE and SRE lessons.** Collaborative teaching from both the year group staff and PSHE lead for SRE sessions and ground rules will be set at the beginning of the lesson.
- Acknowledge questions that are too explicit and encourage those children to discuss with their parents or carer. It is the teacher's responsibility to share this questioning with their parent/carers to avoid the accessing of inappropriate resources. Teachers will also deflect questions that are of a personal nature. An anonymous question box will be available to children, which will be answered in follow up sessions.

- **Please refer to Appendix A for Health and Wellbeing Education**. Children are also encouraged to sign up to morning and after school clubs and as a play leader.
- LGBTQ+ diversity and inclusion is incorporated into topics where this is possible and it is also explored through Heartsmart lessons and story books. All year groups have a 'Families' book and have been given books for their year group, recommended in the 'No Outsiders' book. Teachers have a copy of the 'No Outsiders' book to refer to.
- There may be times when the school nurse will provide school with sessions related to SRE and Health Education, age appropriate.
- All pupils will be included in lessons regardless of ability or special educational needs and/or disability. Resources can be explored before the session to provide additional time for any questions and to help process and understand this new learning.
- **For teaching resources please refer to Appendix A.**
- Children will answer questionnaires about their learning to support further lessons and to inform planning for future cohorts.
- Spring parents evenings are pastoral and reports will highlight PHSE qualities and targets. If issues arise during the school year teachers will contact parents and on occasions the Headteacher.

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

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The governing board has delegated the approval of this policy to the headteacher and KSJ.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Well-being team KSJ, LD, AC, NS, RN will meet numerous times throughout the year to discuss any concerns and strategies that may need to be implemented.

### 4.4 Pupils and confidentiality

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE and SRE, treat others with respect and sensitivity.

It is the responsibility of St Bridget's CE Primary to support its pupils but no individual should guarantee a child absolute confidentiality. Staff will use their discretion to inform the Head teacher and share 'confidences' if they are seen as a concern for the safety and welfare of the child. For more information please refer to our Child Protection Policy and Procedures regarding disclosure and allegation. **Under the Children Act 1989, adults "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare".**

## 5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE lead through:

- Topic and Heartsmart book scrutinies, learning walks and PSHE links on the year group half termly knowledge organisers.
- The monitoring of DOL, to check the coverage and learning of the concepts within the 7 strands from the Milestones. **Please refer to Appendix B.**

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the PSHE lead governor (Miss Daltrey) and then the governing board, as well as, the headteacher.

## 6. Engaging with parents

Parents will be invited into school to discuss and view the resources that school will use when teaching SRE lessons. The policy will also be available on the school site for parents to view. Parents wanting to remove their child from SRE sessions will meet with the Head teacher who will explore their concerns and discuss any impact that such action may have on the child and if withdrawn, teachers will ensure that the pupil receives appropriate, purposeful education during this period **(Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)**.