

St Bridget's C E Primary School

PHSE / RSHE Policy



‘Love your neighbour as yourself.’ Luke 10: 27

Approved by Governors	April 2021
Last reviewed	September 2022
Next review due	September 2023

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

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 and are a designated School of Sanctuary. Our Mission Statement '**Love your 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 school's 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

From the academic year 2020-2021, all primary schools in England were required to teach Relationships and Health Education (RSHE). It has been made statutory by the Department for Education and as a result all primary schools in England are now required to teach Relationships Education and Health Education.

[The statutory guidance can be found here.](#)

The topics covered in RSHE fit within the broader subject of PSHE education. The guidance document from the DfE recognises the link and that many schools will successfully deliver this content as part of their wider PSHE education programme.

Before the statutory requirements were introduced in 2020, the national curriculum did make a provision for PSHE, although it did not give a programme of study, so it has been included in primary education for a long time and the content isn't new. The requirement on schools having to teach it and what Ofsted expects to see is the new aspect.

"All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice" (National Curriculum (Department for Education (2014)).

There is no statutory requirement for primary schools to teach sex education beyond what is required in the Science National Curriculum. However, the Department for Education recommends that children are taught about how a baby is conceived, prior to leaving primary school and therefore most schools will include conception in the Upper Key Stage 2 curriculum, usually in Year 6. This is linked to science how DNA from a male and female produce a baby. It is also talked about during the Lil lets video about periods occurring due to sperm not meeting/fertilising an egg. PSHE/RSHE lead attended a Chris Quigley couRSHE where this was advised and to how much detail was required to teach this.

There is no statutory requirement or guidance in terms of how long lessons should be, but the guidance does say that it should be taught regularly. Some topics will need to be longer than others and it is important that they are long enough to ensure that the children have a well-rounded understanding of concepts.

3. Content and delivery

3.1 What we teach

Under 18 conception rates are **now on the decrease (Appendix C)**. 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) **overall "At least 200 million girls and women alive today living in 31 countries have undergone FGM". Stated in UNICEF data.**

As stated in the RSHE Guidance, we are 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 RSHE 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, Year 1 children will name genital parts when labelling basic body parts in Science. Also, all children from age 9 are expected to be knowledgeable about menstruation. Children are now developing at a younger age, with some children starting their periods earlier than previously anticipated. We are therefore teaching our menstruation unit to Year 4 girls at the end of the academic year and this will also be used as part of our spiral curriculum with the menstruation unit being retaught in Year 5 and 6.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature,

and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

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)**.

Our PE lead has developed a new curriculum to excite and encourage children to participate and attend additional activities which will help to continue a decrease in obesity. In 2020-2021 obesity in children F2-Y6 was on the rise. 2021-2022 obesity is decreasing NHS Digital **(Appendix D)**.

3.2 How we teach

- The cultural 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 hold on to what's wrong, No way through isn't true and Fake is a mistake.
- **Please refer to Appendix A for PHSE and RSHE lessons.** Collaborative teaching from both the year group staff and PSHE lead for RSHE 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/carer 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 are 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 nuRSHE will provide school with sessions related to RSHE 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 PSHE 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.

The governing board will hold the headteacher to account for the implementation of this policy.

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

Ensuring all pupils make progress in achieving the expected educational outcomes.

Ensuring the curriculum is well led, effectively managed and well planned.

Evaluating the quality of provision through regular and effective self-evaluation.

Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Ensuring the religious ethos of the school is maintained and developed through the subjects.

Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it

4.2a The headteacher

The headteacher is responsible for:

Ensuring that PSHE is taught consistently across the school.

The overall implementation of this policy.

Ensuring staff are suitably trained to deliver the subjects.

Ensuring that parents are fully informed of this policy.

Reviewing requests from parents to withdraw their children from the subjects.

Discussing requests for withdrawal with parents.

Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

Reporting to the governing board on the effectiveness of this policy.

Reviewing this policy on an annual basis.

4.2b The Subject Leader

The subject leader is responsible for:

Overseeing the delivery of the subjects.

Ensuring the subjects are age-appropriate and high-quality.

Ensuring teachers are provided with adequate resources to support teaching of the subjects.

Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.

Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.

Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

4.3 Staff

Staff are responsible for:

Delivering PSHE and RSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.

Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

Ensuring they do not express personal views or beliefs when delivering the programme.

Modelling positive attitudes to relationships, sex and health and PSHE.

Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Acting in accordance with planning, monitoring and assessment requirements for the subjects.

Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

Working with the RSHE subject leader to evaluate the quality of provision.

The Well-Being Team:

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 RSHE, 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 School values/Heartsmart floor book, 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 governors (Mrs Ashton and Mrs Brandreth) and then the governing board, as well as, the headteacher.

6. Engaging with parents

Parents will be provided with the resources that school use when teaching RSHE lessons, as this will allow them to watch at an appropriate time for them. Parents are encouraged to discuss any concerns with the class teacher prior to the lesson. The policy will also be available on the school site for parents to view. Parents wanting to remove their child from RSHE sessions will meet with the Head teacher who will explore their concerns and discuss any impact that such action may have on the child if withdrawn, teachers will ensure that the pupil receives appropriate, purposeful education during this period (**Relationships Education, Relationships and Sex Education (RSHE) and Health Education 2019, page 17 specially talks about working with parents**).