

St. Martin's Church of England (Aided) Primary School



RSE/ PSHE Policy

'Serve one another in love'
Galatians 5v13

"St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included."

Rationale:

The DfE states that 'all young people are taught to stay safe and are prepared for life in modern Britain. This curriculum will address issues such as internet safety and unhealthy relationships and ensures that pupils are taught in an age appropriate way about respectful and healthy relationships, including friendships and family. As a result, we expect our pupils to begin to have the required knowledge to help build healthy relationships, stay safe and become successful adults.'

At St Martins we welcome this curriculum because "in Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships... it is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life" (Church of England Education Office Response to a Call for Evidence on RSE curriculum).

PSHE including RSE is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm throughout their lives.

This policy promotes our core Christian value of 'Serving one another in love' (Galatians 5v13) These values are fundamental to our school's ethos - **the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included.**

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Roles and Responsibilities:

As from September 2020, PSHE, including RSE, is a compulsory subject with equal weighting to other core subjects. Therefore, all primary schools are required to deliver Physical, Social, Health and Economic Education as well as Relationships Education. Schools should have the same high expectations of the quality of pupils' work as for other areas of the curriculum.

PSHE/ RSE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way using the 'Heart Smart church school's programme'.

It is each teacher's responsibility to deliver a strong curriculum that builds on the knowledge that pupils have previously acquired. It is vital that teachers take the needs of their class into account and inclusivity is at the heart of our PSHE/RSE curriculum. Every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. The current laws are embedded within the pedagogy to ensure that pupils are aware of their rights and responsibilities.

Curriculum design:

PSHE/RSE is taught through the 'Heart Smart' scheme of work that follows the same topics from KS1 to KS2 with age related progression between each year group. PSHE/RSE is taught weekly and includes circle time, reflection time and group work. The activities are of a creative and collaborative nature. Each child has their own personal 'Heart Smart' journal in which to record their thoughts, feelings, ideas and evidence of learning.

PSHE/ RSE complements several existing national curriculum subjects and provides opportunities to draw links between these subjects such as PE/Sports, Science and Computing as well as many other areas. Therefore, all pupils should have opportunities to engage in active and applied learning experiences that help them recognise and distinguish between fact and opinion. This should allow pupils to develop skills to critically evaluate the world around them (e.g. relationships, range of sources, fake news, how social media sites filter and tailor information to match individuals pre-existing beliefs and attitudes).

RSE is taught using 'Heart smart' alongside the resources from the 'Busy bodies' website: <http://www.socialworkstoolbox.com/education-puberty-10-14yrs-old-busy-bodies-adolescent-development-programme/> Puberty is covered in Year 5 and reproduction is covered in Year 6. In Year 5, the children learn: the scientific names for body parts, changes to boys and girls through puberty- with a particular focus on menstruation. According to good practice, boys and girls will be taught together to make them aware of changes to both genders.

SEND (Special Educational Needs & Disabilities):

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In line with quality first teaching for SEND pupils in the classroom, resources will be differentiated according to the needs of the children in order for them to have full access to the PSHE (Heart Smart) curriculum. In most cases, class teachers will be able to determine whether any additional differentiation is required for an individual learner to access the PSHE/RSE curriculum. In some cases, the SENCO and parents/carers may wish to work in partnership to tailor the curriculum for individual pupils.

The Right to Withdraw

Following the Government's guidelines, parents will not have the right to withdraw their children from RSE lessons in a primary school setting. This is due to many of the RSE objectives being linked and covered within other areas of core curriculum, for example Science.

Science:

| Year 1 | Year 2 | Year 3 + 4 | Year 5 | Year 6 |
|--|---|--|--|--|
| Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty) | Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body) |

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Table of key vocabulary:

| | Key areas of learning | Feelings/relationships | Body parts and body processes | Other |
|--------------|--|---|--|---|
| Foundation | External body parts | Range of feelings words e.g. happy, pleased, calm, sad baby child girl boy | Size Shape range of simple external body parts e.g. hands, head, teeth penis testicles vulva/vagina bottom | range of action words e.g. run, jump growing up germs |
| KS1 Year 1/2 | External body parts | same similar different unique special responsibility | Size Shape range of simple external body parts e.g. hands, head, teeth penis testicles vulva/vagina bottom birth death range of more specific external body parts e.g. stomach, chest | male female man woman teenager adult |
| KS2 Year 3/4 | External body parts Differences between male and female | love dependent independent | breast nipple anus scrotum | toiletries bacteria infection hygiene |
| KS2 Year 5/6 | Puberty Sexual reproduction Internal body parts | commitment marriage stable relationship | Puberty Period Menstruation Cervix Labia fallopian tube clitoris ovary/ovum vulva/vagina uterus/womb sperm/sperm duct urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception | sanitary towel tampon body odour deodorant |

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|--|--|--|------------------------|--|
| | | | pregnancy ovulation | |
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Parents receive a letter outlining the statutory guidance and they are given access to the 'Busy body' website and resources. We aim to ensure that parents have the opportunity to look through the videos and resources before the content is delivered in school.

Assessment

PSHE/ RSE is assessed and monitored like the other core subjects. Teachers will carry out assessment at the end of each unit. This involves a baseline assessment at the beginning of each unit to gauge prior knowledge. The same activity is repeated at the end of the unit as an assessment guide.

The baseline assessments should be encouraged to be creative whilst establishing the pupils' prior knowledge and entry points for the unit. This may include the use of mind maps, blank body outlines, sorting activities, draw and writes. This assessment can then be recorded on teacher class assessment sheets at the end of each unit.

Safe and Effective Practice

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is essential to effective teaching of PSHE/RSE. To ensure this, ground rules are established in each class so children can freely discuss their thoughts, feelings and ideas in a safe, nurturing environment.

Safeguarding

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (following the safeguarding policy.) Some children may need time outside of the lesson to talk one-one with an adult in order to help deal with sensitive issues. Staffing needs to be in place to ensure that this can take place.

Legislation (Statutory regulations and guidance):

Documents that inform the school's PSHE/RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)

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- Keeping Children safe in Education
- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Changes to PSHE and RSE September 2020:
<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rs>