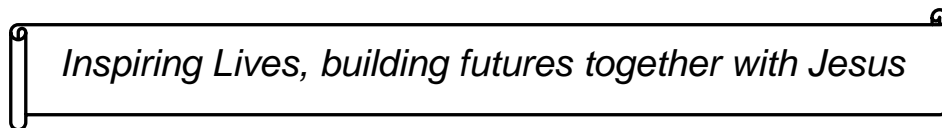




PSHE Policy, including
Relationships and Sex Education

PSHE education policy, including RSE .

This policy is one in a series which states how teaching & learning will happen in St. Luke's. It is implemented in the spirit of our Mission Statement:



Ethos Statement

At St. Luke's Halsall we recognize that everyone is made in the image of God and that we are privileged to be part of the lives of the children we educate and nurture.

We also recognize that a strong partnership between pupils, staff, parents and governors will enable us to realize our mission statement, "Inspiring lives, building futures together with Jesus", striving to ensure that our values and decisions are made based on the values Jesus taught us.

PSHE - Personal, social, health and economic education

RSE - Relationships and sex education

1. INTRODUCTION

- 1.1 This policy has been drawn up in line with guidance from government regarding statutory changes for September 2020, and the document "Valuing all God's children" from the Church of England. We recognise the statutory guidance around relationships and mental wellbeing, required from 2020.
- 1.2 In this school effective relationship and sex education is seen to be essential if young people are to make responsible and well-informed decisions about their lives. RSE forms part of the PSHE curriculum in our school and it will not be delivered in isolation. It will be firmly rooted within our SMSC (social, moral, spiritual, cultural) and wider curriculum. It will be part of lifelong learning about physical, moral and emotional development. It will be about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It will also be about the teaching of sex, sexuality, and sexual health. It is not concerned with the promotion of sexual orientation or sexual activity. Handling sensitive and controversial issues develops important skills such as listening, arguing a case, dealing with conflict and distinguishing between fact and opinion.
- 1.3 Through our curriculum children are encouraged to understand other people's values and attitudes, and to gain understanding and clarification about their own. While RSE in our school means we give the children information about sexual behaviour, we do so with awareness of the moral code, and of the Christian values, which underpin all our work in school.

2. INTENT

- 2.1 The aim of this policy is to determine the content and manner in which PSHE education and RSE is taught in school, and to consider its objectives, both statutory and non-statutory:
 - To cover all statutory objectives, as of September 2020, including relationship education and mental wellbeing.

- To cover aspects of staying safe in society, both in everyday life, and online.
- To include additional objectives, not specifically outlined by the government, which are suitable for our school and our children, e.g. water and railway safety (see attached curriculum maps).
- To teach additional, non-statutory content, such as some aspects of sexual education, to upper Key Stage 2 children, in preparation for their transition to High School.

2.2 We therefore teach children about the physical development of their bodies as they grow into adults, the way humans reproduce, respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship, the importance of family life, moral questions, relationships issues, respect for the views of other people, sex abuse, and what they should do if they are worried about any sexual matters.

3. IMPLEMENTATION

3.1 The curriculum is developmental and is mostly taught as part of the PSHE programme. (See appendix 2 – year group overviews). Some elements may be included in other subjects, for example, some of the RSE programme form part of the National Curriculum for Science. RSE is taught by the class teacher, and in some cases the school nurse will have a role to play. Likewise, some lessons may be taken by outside agencies or as workshops during special health days. Most of the classes will be held in mixed groups, although there will be opportunities for single gender discussion and work. Lesson content may vary from class to class depending on the maturity and needs of the different cohorts.

3.2 In short, PSHE and RSE will be taught:

- As topics as part of the PSHE programme
- Through Science (as part of the National Curriculum)
- Through story time
- Through planned visits by the school nurse, outside agencies, parents, babies etc

3.3 It is important to establish ground rules at the start of any PSHE or RSE lessons. These can be developed with pupils and should ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate. A range of teaching approaches can be used to ensure that pupils feel comfortable discussing sensitive and controversial issues with their peers and with adults. During lessons and discussions teachers will answer children's questions honestly and use the correct vocabulary and terminology. (Appendix 2 contains a vocabulary and terminology list for staff reference, should pupils ask about them).

3.4 Whilst of course teachers will have their own values and beliefs, it is important to maintain a non-judgmental approach, and accept that pupils and their families will have different values and beliefs. Within the school and wider community there will be a range of sexuality and family structures. It is important that our PSHE and RSE curriculum, across all key stages, acknowledges that diversity, whilst also acknowledging guidance from the Church of England in the 'Valuing all God's children' document. Resources should reflect different sexualities and different family structures in PSHE lessons about families and relationships. Homophobic and transphobic language or attitudes should always be challenged.

3.5 Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a

similar way if a child indicates that s/he may have been a victim of abuse. Teachers will not try to question or investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professional (see also our policy on Child Protection and Safeguarding). 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 the designated person without breaking confidence. Teachers must break confidence if it is an issue of safeguarding or if they think it is in the child's best interest to do so. In seeking to support the welfare of pupils the school will usually inform parents. Occasionally this may be against the wishes of the child and /or may place the child at risk. On these rare occasions the school may act, in the best interests of the child without informing parents.

3.6 The following types of assessment will be developed as appropriate to inform policy and practice:

1. Pupil self-assessment that will enable the pupil to reflect on their learning experiences and what these mean to his/her understanding beliefs and behaviours.
2. Teacher and pupil assessments on the quality of the learning experience, the level of participation, the use of resource materials and the learning outcomes.
3. The assessment of curriculum experiences outside the classroom in support of pupil's personal and social development

3.7 In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how our bodies change during puberty, what menstruation is, and how it affects girls. We always teach this with due regard for the emotional development of the children. See appendix 1 for the outline of the Y5/6 units of work.

4. THE ROLE OF PARENTS AND CARERS.

- 4.1 Parents / carers have the right to withdraw their child from any part of the Relationships and sex programme which is not part of the National Curriculum. Parents wishing to exercise this right are invited to discuss their concerns with the class teacher / headteacher and submit their request to withdraw their child from those lessons in writing to the headteacher, making it clear which aspects of the curriculum they do not wish their child to participate in. The school will always comply with the wishes of parents / carers in this regard.
- 4.2 Parents will be informed in advance of when specific RSE lessons about sexual intercourse will be taking place in upper Key Stage 2.
- 4.3 This document and the curriculum map for all PSHE will be available to parents online via the school website.

5. MONITORING AND REVIEW OF THIS POLICY.

- 5.1 The PHSE co-ordinator monitors the policy and reports to the Quality of Education committee of the governing body. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Quality of Education Committee gives serious consideration to any comments from parents about the PSHE and RSE programme, and makes a record of all such comments.
- 5.2 This policy will usually be reviewed at least every three years.

Appendix 1

Relationships and Sex Education Programme for Y5/6 pupils

The teaching of the sex education programme in year 6 (see below) is deliberately left until the last half term of the school year, when pupils are older and have established a positive relationship with their teachers. A “safe” environment is essential to the success of the programme: children listen to each other; feel able to ask questions; do not “put each other down” and know that it is OK to laugh and have fun but not to laugh at other people.

The exact content of each session will vary according to pupils’ experiences and the questions they ask. A question box is used at the end of each session to give pupils the opportunity to submit an anonymous question to be answered at the next session. Teachers do their best to answer all questions related to the session input with sensitivity and care and with appropriate regard for the age and maturity of the children.

Questions relating to issues beyond the lesson input will not be answered in Year 5; children will either be told that their question will be covered in the Year 6 curriculum or that they can ask their parent/carer.

In Year 6, questions may arise on additional issues to those being covered in the session. Governors have agreed that questions relating to the following issues may be answered: contraception; STDs/HIV/AIDS; miscarriage; still birth and abortion; homosexuality; bisexuality; transgender; masturbation and rape. None of these issues are included in the taught element of the units, but may arise in the question box, often depending on what is the current storyline in soaps or on the news. Any other issues raised will always be referred to the Headteacher to ascertain whether they can be discussed.

In both Y5 & Y6 the children are taught in their usual mixed-sex group with their own class teacher but will have an additional single-sex session with a teacher of the same gender to allow the opportunity to raise any further questions.

Year 5 Time to Change – Autumn 1

Puberty

	Objective / content	Joint/single sex
Lesson 1	Puberty: Time to Change	Joint
Lesson 2	Puberty: Menstruation and Wet Dreams	Joint & Single Sex
Lesson 3	Puberty: Personal Hygiene	Joint
Lesson 4	Puberty: Emotions and Feelings	Joint

Year 6 Teaching programme – Summer 2

Choices & consequences; rights and responsibilities

	Objective / content	Joint/single sex
Lesson 1	What do choices and consequences/rights and responsibilities mean?	Joint
Lesson 2	Legal age requirements (not sex/marriage) and why?	Joint
Lesson 3	Peer pressure - general issues such as transition to secondary school, parties etc.	Joint
Lesson 4	Peer pressure – boyfriends / girlfriends	Joint
Lesson 5	What is sex and sexual intercourse? Legalities followed by a separate discussion/question session.	Joint & Single Sex
Lesson 6	Responsibilities – Flour babies! Growth of a baby and life consequences.	Joint

Appendix 2

Vocabulary and Terminology – for staff reference

Throughout the units on reproduction and physical changes, correct terminology/vocabulary is used and explained. Some children will already be familiar with this, for others it will be new. The range of vocabulary includes:

Anus: the opening through which solid body waste (poo) leaves the body

Breasts: girls develop these during puberty. Mothers produce milk in these to feed their babies.

Clitoris: a small bump close to the vagina that contains lots of nerve endings and gives sexual feelings

Ejaculation: when sperm erupts from the end of the penis

Erection: when the penis becomes firm and stiff

Fallopian Tubes: the tube down which the egg passes to the uterus

Foreskin: a layer of skin that covers the end of the penis. This might have been removed for health or religious reasons: this is called circumcision

Hormones: chemicals sent from the brain which cause physical and/or emotional responses

Ovary: the place where eggs are produced

Ovulation: when a ripe egg is released

Penis: the organ that hangs in front of the scrotum

Pubic hair: grows as you get older to cushion and protect the genitals

Scrotum: a sack of soft skin that covers and protects the testicles

Sperm/Semen: semen is the milky sticky liquid containing sperm which comes out of the penis on ejaculation

Testicles: “balls” inside the scrotum, about the size of grapes or marbles when a boy is young. After puberty they become larger and make sperm

Urethra: in females, the opening that urine (wee) comes out of; in males, the narrow tube inside the penis that carries sperm/urine out of the body

Uterus/Womb: the place where a baby grows from a fertilised egg. When an egg is not fertilised, the lining of the womb is shed each month. This is called having a period. Vagina: the opening passage through which menstruation takes place, in which sexual intercourse takes place and through which a baby is born

Vagina: a passageway from the uterus to the outside of the female body

Vulva: the name of the whole area of female genitals

Wet Dream: when ejaculation takes place during sleep

APPENDIX 3 – YEAR GROUP CURRICULUM OVERVIEWS



Year 1 overview.docx



Year 2 overview.docx



Year 3 overview.docx



Year 4 overview.docx



Year 5 revised
07.11.19.docx



Year 6 overview.docx