



Holland Junior School

PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) Policy

Aims

At Holland Junior School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. We want all pupils to grow up happy, safe, and manage the challenges and opportunities of modern Britain. It is important that pupils have the time to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

Under the new guidance issued by the DfE, from September 2020, Relationships and Health Education at primary school is now compulsory. We believe that to be effective, these should always be taught within a broader PSHE education programme. Relationships and Health Education enhances, and is enhanced by, learning related to topics including anti-bullying; keeping safe on and off-line; keeping physically and mentally healthy; and learning about drugs, alcohol and tobacco. RSE also contributes to the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Holland are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
 - Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We teach formal PSHE and RSE lessons for approximately one hour per week. These lessons are taken from the Kapow programme and cover all aspects of the PSHE and RSE curriculum. Other

lessons may be taught as required in response to incidents or events that may affect a class or group. They may also include special assemblies for the whole school/year group or circle time in classes.

Statutory Requirements

At Holland, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced compulsory Relationships and Health Education for primary schools. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Holland, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Definition of RSE

RSE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, including the importance of stable and loving relationships and marriage for family life, respect, love and care. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and in others, and to seek support as early as possible when issues arise.

We recognise the importance of RSE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010

Organisation and delivery of PSHE and RSE

We ensure that RSE is integrated into the curriculum and not isolated, taken out of context or over-emphasised in any way. It is taught through the wider PSHE curriculum (Personal, Social, Health Education), the science curriculum and using 'Kapow Primary', an online provider of resources for primary schools. Teaching strategies are varied and mindful of preferred learning styles and the need for differentiation. Kapow is designed as whole school approach with all year groups working on the same themes at the same time.

The Curriculum

The curriculum is carefully designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element. Within the wider PSHE curriculum, pupils are taught to become aware of their thoughts and feelings, to understand and value who they really are, and how they relate to other people. The curriculum also helps to equip pupils to cope with modern-day issues, such as body image, cyber and homophobic bullying, and internet safety.

In Key Stage 2, pupils are taught across three overarching themes

- Families and relationships

- Health and wellbeing
- Safety and the changing body

Families and relationship unit includes:

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships , including staying safe
- Stereotyping

Health and wellbeing unit includes:

- Mental health and wellbeing
- Healthy eating
- Physical health
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body unit includes:

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

These statutory lessons give pupils the opportunity to increase their knowledge and understanding of the topic. They also explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for pupils to be able to make their informed choices. **Parents do not have the right to withdraw their children from these lessons.** In addition to the above, pupils are also taught the following aspects through the science curriculum:

- that the life processes common to humans and other animals include nutrition, growth and reproduction;
- about the main stages of the human lifecycle, including conception to the birth of a baby.

A full curriculum overview can be found in Appendix 1

Assessment

Pupil's progress and learning in PSHE and RSE is assessed against the appropriate learning outcomes. Our pupils are also given opportunities to self-assess their progress and learning at the end of unit.

Resources

A range of teaching resources are provided through the Kapow Primary scheme of work and these resources can be inspected by parents and governors through liaison with the PSHE subject leader.

Special Educational Needs

Young people with special educational needs will not be withdrawn from PSHE or RSE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

Monitoring and Evaluation

The PSHE Subject Leader is responsible for the monitoring and evaluation of PSHE and RSE. This policy and its programmes of study will be reviewed annually and will involve the monitoring of lesson plans, books scrutinies and pupil interviews. Any feedback will be given to staff in written form or through a staff meeting.

Child Protection and Confidentiality

PSHE and RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the Safeguarding Policy and procedures of the school.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Kapow. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned, input on CPOMS (our Child Protection Online Management System) and if necessary refer to the emotional support team or Home Link Worker.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with

strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

The Role of Parents

We value and respect the learning that occurs in the community and in the home, believing that this, alongside school links, form essential dimensions of sex and relationship education. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- inform parents about the school's relationships, sex and health education policy;
- notify parents before sensitive issues are taught in lessons;
- answer any questions that parents may have about sex education;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for it in the school.

Under section 405 of the Education Act 1996, parents have the right to withdraw their child from the teaching of sex education, other than the statutory content within the National Curriculum.

Prior to the teaching of the Sex Education lessons taught within the Safety and the Changing body unit in Years 4, 5 and 6, parents will be invited to attend an information session in school led by their child's year group teachers to ensure that parents are aware of the material which will be covered in the Kapow sex education lessons.

If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to explain their reasons for withdrawal, making it clear which aspects of the programme in which they do not wish their child to participate. They will then be invited to a meeting with the Headteacher and/or the PSHE coordinator so that both parties are clear on the agreed outcome.

The Role of Other Members of the Community

We encourage other members of the community to work with us to provide advice and support to pupils with regard to health education. For example, a nurse from the health service may come into school to support the delivery of some content. This content may include the parts of the body, how these work and changes that happen during puberty.

The Role of Pupils

Pupils are expected to engage fully in PSHE and RSE, treating others with respect and sensitivity.

The Role of Staff

Staff are responsible for delivering PSHE in a sensitive way and modelling positive attitudes and do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Staff will respond to the needs of individual pupils and to parents who wish to withdraw their child from the non-statutory components of Sex Education. The lead teacher for PSHE and RSE is Annabel Kolter.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's responsibility

to ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Role of the Governing Body

The governing body has responsibility to ensure the school's PSHE and RSE policy is up-to-date and describes the content and organisation of PSHE outside of the National Curriculum, Science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that PSHE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. The governing body will continue their involvement through regular evaluation of provision and policy.

Complaints Procedure

See Complaints Policy.

Other relevant policies:

Child Protection and Safeguarding

Anti-bullying

Curriculum Policy

Behaviour Policy

Equal Opportunities Policy

Drug Policy

Science Policy

This policy will next be reviewed in September 2021.