



Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

PSHE and RSHE POLICY

<u>Adopted:</u>	Autumn Term 2023
<u>Co-ordinator:</u>	Mrs H Shaw
<u>Review Date:</u>	Autumn Term 2024

We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

'Learning, loving, laughing in the light of Jesus'.

Intent

Forsbrook Church of England Primary School is committed to providing a high-quality educational experience for all our pupils. As a result, our personal, social and health education (PSHE) determines and underpins both our curriculum and our Christian Values. Our PSHE education is underpinned by the Christian faith and brings together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. The topics covered allow pupils the opportunity to self-reflect, identify their strengths, achievements and emotions, as well the attitude needed for success, encouraging pupils to flourish. We encourage our children to care for everyone and everything, beyond their circles of friends and to trust their Father in heaven.

Every individual matters in our community. Hope, love and respect is a key part of our PSHE curriculum. We explore the importance of taking responsibility for our actions and behaviours and by making amends with those we have wronged we can show Hope for the future. We encourage children to think how they can improve themselves and that everyone can have a fresh start as Biblical scripture teaches us *"So in everything, do to others what you would have them do to you"* and show respect. (Matthew 7:12) We encourage our children to make the responsible choice, even if it is not the easiest choice. This is especially important in schools where friendships can often become strained and forgiveness can be so important.

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Forsbrook Primary School, children's wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves and the environment.

Implementation

At Forsbrook Primary we deliver our PSHE curriculum (which includes PSHE) weekly, through a planned programme called 'HeartSmart'. The Heartsmart Programme offers us a

comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be found on our school website.

PSHE is also to be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold a circle-time session, or class discussion in response to a particular event or issue. Whole school collective worships and values assembly, will provide extra opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Impact

Following the implementation of the broad and balanced PSHE curriculum at Forsbrook Primary School, children will be respectful, independent, responsible and confident members of society within Stoke-on-Trent and the wider world. They will be equipped with tools to maintain healthy and positive lifestyles with regard to relationships, diet and their own personal identity. As they become more confident throughout the areas of PSHE and progress in the related skills, children will understand their personal role in society. The most significant impact that we want for our pupils is the development of respect for themselves and others.

RSHE

Pupils in Year 5, will be learning about the physical changes that occur in humans as they grow, with a particular focus on puberty. This is in line with our science curriculum unit, 'Animals, including Humans'.

The session will focus on menstruation, what it is and why it happens, know the correct terminology for external sexual organs and identify some products that they may need during puberty and why.

To receive stand-alone sex education sessions in year 6.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include

single parent families, same-sex families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Forsbrook CE Primary School we teach RSE as set out in this policy.

Roles and responsibilities

The governing board

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section Parents' right to withdraw).

Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or the PSHE lead, Mrs H.Shaw.

Pupils

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

Parents' right to withdraw

Parents' do not have the right to withdraw their children from health and relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE. (This only applies to parents of year 6 children who receive sex education, which is in addition to the science curriculum) Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by our PSHE lead, Mrs H.Shaw, through learning walks and discussions with pupils and staff. This is then reported to the senior leader team. Any required actions are then taken through feedback or staff CPD.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Cooke, Headteacher, annually. At every review, the policy will be approved by the governing board.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me (<i>Delivered through HeartSmart curriculum</i>)</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships (<i>Delivered through HeartSmart curriculum</i>)</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships <i>(Delivered through HeartSmart curriculum)</i></p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships <i>(Delivered through computing curriculum)</i></p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe <i>(Delivered through HeartSmart curriculum, computing curriculum & assemblies)</i>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	