

Copthorne CE Junior School

PSHE Policy

November 2020

POLICY HISTORY

POLICY	PSHE including Relationships Education
SOURCE	School
ADOPTED	24 th November 2020
LAST APPROVED	24 th November 2020
REVISION DUE	November 2022
REVIEWED AND CHANGES	This is a new policy taking into account the National Curriculum and statutory changes to RSE in September 2020

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POLICY

1. Curriculum Statement

Intent

Our School aims to be a loving, inclusive family where our core Christian Values of courage, creativity, confidence, compassion and curiosity are recognised and developed. At Copthorne Junior School we believe that our Christian values can be both the driver and the vehicle for our school improvement. Our values are rooted in the biblical message of God's love for us and how we in turn grow in our own expression of our own love for Him and for each other. "We love because He loves us first" (1 John 4:19). These core values will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making choices and decisions using these core values as an important guiding tool.

1. Aims

The aims of relationships and sex and health education (RSHE) at our school are to:

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

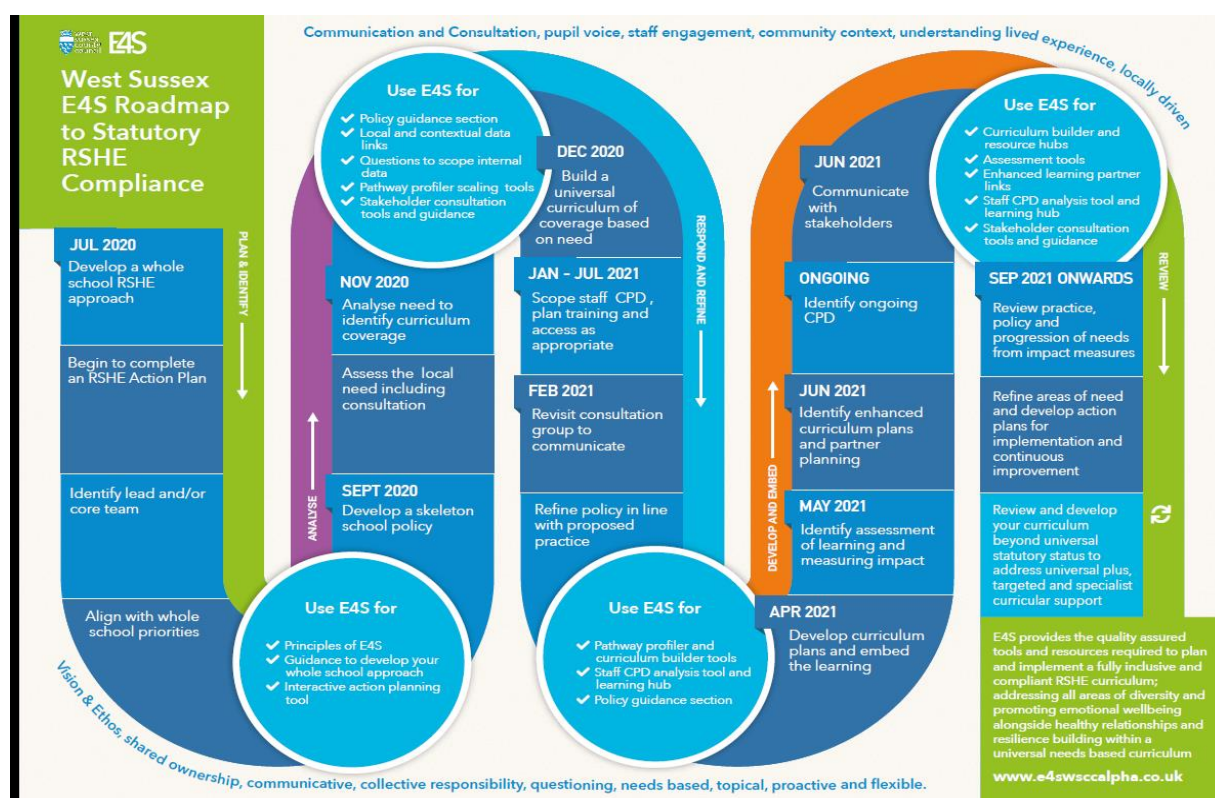
2. Statutory requirements

As a Junior School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At Copthorne CE School we teach RSE as set out in this policy.

Implementation

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved following the West Sussex 'E4S' pathway:



- Develop a whole school RSHE approach
- Analyse the need to identify curriculum coverage
- Governor consultation
- Parent/stakeholder consultation – Power-point to explain changes and the implementation of Relationship Education, Questionnaire for parents, feedback given and published on the website and addressing any concerns from families in the form of meetings
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. This is an integral part of our Personal, Social and Health Education curriculum. At Copthorne CE Junior School, growing and changing bodies is taught following the science curriculum. This prepares them for Secondary School where statutory sex education is taught in Key Stage Three.

4. Curriculum

Our curriculum is set out in Appendix 1. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by following the West Sussex pathway, 'E4S', and programmes from 3Dimensions and the PSHE Association. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RSE

At Copthorne CE Junior School, RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also complements content covered in Science, Computing and PE, and other aspects are included in religious education (RE).

Appendix 1 shows how our PSHE curriculum covers all the strands of the statutory guidance.

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

For more information about our RSE curriculum, see Appendices 1 and 2. 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, LGBT parents, 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).

Inclusion

Equality

Copthorne CE Junior School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

RSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equality and objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

SEND

At Copthorne CE Junior School Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

6. Roles and Responsibilities

The Governing body

The governing body will approve this policy and it will hold the Headteacher and Deputy Headteacher to account for the implementation of this policy and to ensure that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leaders

The Curriculum Leaders will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, and Health Education do not duplicate content

- covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy.

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

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.

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 relationships education.

7. Training

Staff are trained on the delivery of RSE during teacher and LSA meetings and inset days. The Headteacher will also invite visitors from outside the school, such as health professionals and charities to provide support and training to staff teaching RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the Leads for PSHE and members of the Senior Leadership through: Learning Walks, child conferencing/pupil voice and the monitoring of class PSHE journals.

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

This policy will be reviewed by PSHE leads or in the event of updated statutory guidance. At every review, the policy will be approved by the Governing Body.

Appendices: PSHE Curriculum

The curriculum content should be read in conjunction with this policy but is attached separately:

- A. 3D PSHE Coverage Matrix Lower Key Stage 2
- B. 3D PSHE Coverage Matrix Upper Key Stage 2