



***'Learning for a fuller life...'***

**POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND SEX AND RELATIONSHIP EDUCATION (SRE)**

*As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.*

**Introduction**

At Taverham VC CE School we see PSHE as being at the centre of all that we do;

We aim to give our children the knowledge, skills and understanding they need to become confident, healthy, independent and responsible members of society.

We believe that it is important that we encourage our children to:

- have empathy with others;
- have a positive sense of self;
- understand how emotions impact on behaviour and beliefs;
- understand rights and responsibilities;
- accept diversity and difference.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth.

We teach pupils how society is organised and governed. We ensure that our pupils experience the process of democracy in school through the school council.

We prepare pupils for the diverse and exciting context of life in modern Britain. These British values are embedded in all we do and are promoted by activities across the school as well as being part of our taught curriculum.

We teach pupils about rights and responsibilities. Children learn that choices they make not only affect themselves, but also affect others, as well as the environment they live in.

Taverham CV CE Junior School is a Christian school for all and by promoting Christian values we aim to help children become caring, respectful, reflective and tolerant people.

**Aims and objectives**

The promotion of our children's personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. Through our balanced curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Through our PSHE/SRE curriculum we aim to help our children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for healthy relationships with others;
- Have respect for others regardless of race, gender, sexual orientation and mental and physical disability;
- Be independent and responsible members of the school community;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Be positive and active members of a democratic society and engage with the fundamental values of British democracy.

### **Definition of Personal, Social and Health Education (PSHE)**

While PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

*'All schools should make provision for PSHE, drawing on good practice.'*

Along with the National Curriculum framework, the DfE also published guidance on PSHE education, which states that the subject is:

*'an important and necessary part of all pupils' education' and that 'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

Section 2.1 of the National Curriculum framework states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

### **Definition of Sex and Relationship Education (SRE)**

*'SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality (in KS3) and sexual health.'* (from DfE Sex and Relationship Education Guidance 2000).

SRE at Taverham VC CE Junior School involves learning about our bodies, reproduction and puberty in the context of emotions, relationships and healthy choices. SRE is not about the promotion of sexual orientation or sexual activity.

This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour, Anti-bullying, Equality, Safeguarding, Confidentiality, ICT, Science and Drug policies.

### **PSHE and SRE planning**

Throughout the curriculum, we aim to offer our children thoughtful and wide ranging learning opportunities that will promote spiritual, moral, social and cultural development, in addition to discrete PSHE and SRE lesson. Through careful cross-curricular planning across the school, we aim to ensure that the core themes are embedded.

PSHE whole school themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

SRE themes are:

- Yr3 Families. Keeping safe
- Yr4 The human life-cycle, including pregnancy
- Yr5 Physical and emotional changes at puberty. Friendships and respect for others.
- Yr6 Reproduction, puberty, pregnancy. Challenging media stereotypes.

*[See curriculum map for more detail about these themes]*

We recognise the importance of planning PSHE and SRE in consultation with parents and pupils. The PSHE curriculum should address the needs of our children, so therefore issues and themes might vary accordingly. Research and good practice demonstrates that PSHE/SRE needs to 'start from where the pupils are'.

### **PSHE/SRE teaching and learning**

- We teach PSHE in a variety of ways, from 'R-time'\* sessions, class circle times, assemblies, projects, subject days and homework.
- In some instances, e.g. drugs education, we might teach PSHE as a discrete subject. We also pay particular attention to the area of 'Bullying' during the national annual Anti-Bullying focus week.
- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, R-Time, role-play activities, puppets, group-work and problem-solving.
- Residential visits offer an opportunity where there is a particular focus on developing pupils' self-esteem and giving them opportunities to take responsibility and to develop leadership and co-operative skills.
- The correct terminology will be used for naming parts of the body. Teachers will acknowledge that there are lots of other words that are used – so as not to embarrass children or undermine teaching at home – but also to emphasise what the correct words are and that they will be used within school.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project.
- PSHE is also developed through activities and whole-school events. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-

raising; the planning of special events at school; School council and Eco council meetings; and by taking on roles of responsibility for themselves, for others and for the school (e.g. Sports leaders, Digital Leaders, House Captains)

- We have 'Positive Play' and 'Social Stories' sessions for those pupils who need to develop their social interaction skills and a nurture group ('Starfish Class') for a small number of pupils with particularly significant social, emotional and learning needs.
- Also contributing to the taught curriculum we have visiting speakers such as The Matthew Project, the police and representatives from local organisations whom we invite into the school to talk about their role in creating a positive and supportive local community.
- Whole school, year group and class assemblies are based on half-termly units and are part of the 'Values for Learning' and the Church of England's 'Values for Life'.
- We encourage the exploration, clarification and development of attitudes and values that are positive to health and well-being, and foster self-esteem, positive self-image and confidence.
- We value the development of personal and social skills to enable emotional development, interaction with others, active participation in society, and the making of positive healthy choices (assertiveness, communication and effective dialogue in relationships)

*\*R time is an exciting, dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work. R time has been shown to improve behaviour, reduce bullying, raise self-esteem and accelerate learning.*

*R time is a programme that enables children to learn the skills of making and sustaining friends and friendships.*

*The programme is for all Early Years Foundation Stage and Primary aged children of all abilities. It is a whole-school, every pupil programme – all children will benefit and so will the adults working with them.*

## **Dealing with sexually explicit questions**

After discussions with parents, governors and staff, the following guidance was decided on for dealing with sexually explicit questions during SRE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- Anonymous question boxes will be provided while the SRE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any SRE lesson, only questions that relate directly to the SRE lesson on hand will be answered. Any other questions should be placed in the anonymous questions box.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the SRE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.
- If a pupil presents with sexual awareness and knowledge beyond that which is age-appropriate in line with their peers, appropriate responses will be considered; this may include referring to and using safeguarding/child protection procedures.
- If a pupil asks a question relating to SRE issues at any other time, if the question is related the SRE covered in the child's year group, the child will be told that they will learn the answer in SRE. If not, it will be suggested that the child asks his or her parents/carers.

## Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching SRE then provision will be made for another teacher who is known to the children to deliver the SRE. This would usually be accommodated by the teacher from the parallel class taking the SRE. The school feels that this

course of action is justified since, if the member of staff is uncomfortable with SRE he/she is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

### Specific Issues Statements

When dealing with sex related pastoral incidents staff are advised:

- Don't rush into anything and don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact
- Keep the welfare of the children as the focus
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teacher's actions
- Consult, and get support from, other colleagues
- If necessary refer to experts such as education welfare officers, social workers or educational psychologists
- Challenge any homophobic, sexist or prejudice-related comments immediately.

### Safeguarding/Child Protection Procedures

Mr. Stanley (Headteacher) is the appointed member of staff (Designated Safeguarding Lead) who is responsible for safeguarding/child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform Mr. Stanley and record any evidence that supports their concerns. Alternative Designated Safeguarding Leads are Mrs. Smith and Mr. Henman.

### Equality and Diversity

- Teaching will take into account the ability, age, readiness and cultural backgrounds of our children and we will ensure that those with English as a second language can fully access the PSHE/SRE curriculum.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear expectations so that everyone's opinion/experience is valued and this should be reinforced consistently.
- We teach PSHE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with any specific difficulties or SEND (Special Educational Needs and Disabilities). Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.
- Teachers need to adapt the content of their lessons according to different abilities, level of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture. It is essential that lessons are sensitive to a range of views, but we will ensure that our children have access to the learning they need to stay safe and healthy, and protect and enforce human rights.

### Mixed and single gender groups

Most of SRE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material, but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. Pupils have expressed a preference for some single sex teaching during consultation.

### Assessment, Recording and Reporting

- Teachers assess the children's work by making informal judgements as they observe them during lessons.
- In learning reviews, children reflect on their relationships with others.
- We have clear expectations of what the pupils will know, understand and be able to do at the end of the key stage.
- We keep records of the contribution to the life of the school and community in photograph video and note form.

- We encourage our children to contribute to the life of the school and the community and to record their achievements.
- Our Celebration Assembly celebrates personal achievements within and beyond school.

### **Roles and Responsibilities**

The PHSE/SRE Lead has the following responsibilities:

- To lead the bi-annual review of the PSHE/SRE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the monitoring/evaluation of the PSHE/SRE policy and programme, reporting to the Headteacher and governors annually;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE/SRE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE/SRE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE/SRE policy and curriculum are in line with the DfE SRE Guidance 2000;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE/SRE, is doing so in line with the school's PHSE/SRE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- To use appropriate language from PSHE/SRE guidance and to do deal with explicit questions in an appropriate manner.
- Communicating with parents when appropriate/necessary.

### **Working with Parents/Carers:**

- Before each year group embarks upon its explicit SRE programme, parents are informed by letter of their right to withdraw their child from the non-statutory elements of the SRE curriculum and are given an overview of the topics the child will be covering.
- Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's SRE and that the school has books for parents to borrow to support this topic with their children at home.
- This policy will be available to our parents/carers upon request and on our website.
- Provision is made for pupils whose parents wish their child to be removed from SRE lessons to work in another classroom while their class' SRE is being delivered.
- We recognise that parents/carers are key partners in our delivery of a comprehensive PHSE programme for pupils at the school. The PHSE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered we ask that these are addressed to the Headteacher.

### **Monitoring and Review**

- The subject leader is responsible for giving the Headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The subject leader reviews samples of children's work and visits classes to observe teaching and pupils' learning in the subject.
- Pupil voice is gained through questionnaires and interviews and school council meetings.

- The Headteacher and PSHE/SRE Lead support colleagues in the teaching of PSHE/SRE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.
- All staff are also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

**Approved by Governors: 1.3.16**

**Review: 2018-19** (*unless there are significant changes to Government guidance before then*)

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