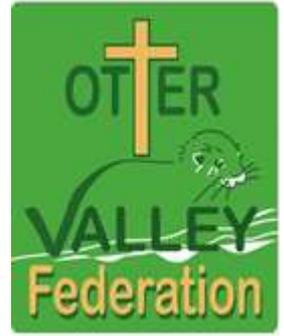


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Otter Valley Federation **PSHE /RSE Policy**

‘Believing and Achieving together to be THE BEST WE CAN BE’

This policy has been developed with and will be implemented in accordance with the Christian values of our schools.

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1. PURPOSE and INTENT

This policy covers our school's approach to Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE) teaching. There are five main purposes to this policy for children to:

- know and understand they have a right to an education that enables them to flourish where differences of lifestyle and opinion are treated with dignity and respect
- know that bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear
- understand they have a responsibility to engage in learning about healthy current and future relationships
- learn about the physical health and mental wellbeing of themselves and others
- celebrate diversity and know and understand how to challenge stereotypes and prejudice

2. OUR VISION

In the Otter Valley Federation, we strive to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings. Our Christian Values provide a foundation on which we can become happy and reflective learners. We aim to equip all our children with the skills and positive attitudes to become creative and independent thinkers and to become learners for life within an ever-changing world.

Our schools' approach to RSE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. This is underpinned by two key biblical passages:

“So God created humankind in his image, in the image of God he created them” (Genesis 2:7)

“I have come in order that you might have life – life in all its fullness” (John 10:10)

3. AIMS

Our school's overarching aims are for pupils to:

- be appreciative of existing relationships
- develop the skills to for new healthy friendships
- develop the attributes of relationships that show strong positive, caring with good boundaries, online and in person
- develop skills and strategies to support their mental health
- develop skills to keep themselves safe in all relationships
- develop understanding of rules and their need
- develop understanding of others differences and how each person's needs differ
- value the different contributions that people and groups make to the community
- develop the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities, this includes challenging stereotypes and prejudice
- about things they can do to help look after their environment
- develop understanding of how they can keep safe on the internet and understand how the internet and social media can be used both positively and negatively
- develop understanding about money and the problems that can arise from managing money (e.g. budgeting, gambling,
- value the positive things about themselves and their achievements; know how to set goals to help achieve personal outcomes
- develop the strengths and interests someone might need to do different jobs including being involved in voluntary work (unpaid) to support the community
- develop the skills to help in their future careers (e.g. teamwork, communication and negotiation)

4. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of PSHE and RSE are:

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

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

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

The full guidance and statutory content of the [new RSE curriculum 2019](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary) can be accessed here:

The statutory guidance states that by the end of primary school pupils should know the following:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Living in the wider world

Pupils should know:

- what rules are, why they are needed, and why different rules are needed for different situations, that are there to protect everyone, including the consequences of not adhering to rules and laws
- how people and other living things have different needs; about the responsibilities of caring for them, that there are human rights to protect all
- about things they can do to help look after their environment
- about the relationship between rights and responsibilities
- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- about the different groups that make up their community; what living in a community means
- to value the different contributions that people and groups make to the community
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- recognise ways in which the internet and social media can be used both positively and negatively
- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- what money is; forms that money comes in; that money comes from different sources
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' and that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- identify the ways that money can impact on people's feelings and emotions
- that everyone has different strengths
- that jobs help people to earn money to pay for things
- some of the strengths and interests someone might need to do different jobs
- recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Relationships & Sex Education (RSE) curriculum

The DFE document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education**' says in paragraph 66:

*'The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. **It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.**'*

In our schools, a Sex and Relationships Education programme will ensure that children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty
- In the early years, education about relationships should focus on friendship, bullying and the building of self-esteem.

In consultation with our local learning community of primary schools and our secondary feeder school it has been agreed that the PSHE/RSE and Science curriculums adequately cover the content to meet the needs of our pupils and we do not include any additional content on sex education, understanding that the secondary curriculum available to our children moves on progressively, at an age-appropriate level.

Objectives specific to RSE:

- to understand how boys' and girls' bodies change during puberty and how we can take care of ourselves.
- to know and use the correct terminology for genital body parts.
- to understand the reproduction process in some animals and plants (covered in Science curriculum).
- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Within the Otter Valley Federation Sex and Relationships Education is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching Sex and Relationships Education through and in other subjects/curriculum areas, e.g. RE & PSHE
- Teaching elements of the Sex and Relationships Education curriculum through the statutory Science KS1 and KS2 curriculum
- Through planned visits from the school nurse, parents/carers and appropriate outside speakers
- Occasionally through collective worship time
- Through pastoral care and guidance, including circle time, story time and Thrive
- PE which covers keeping healthy and personal hygiene

RSE will be delivered professionally and as an identifiable part of PSHE. It will be led, resources and reported to parents in the same way as any other subject. There will be a planned program delivered in a carefully sequenced way.

We will ensure a safe learning environment by...

- Teachers and pupils will agree ground rules at the beginning of lessons dependent on their content.
- Pupils' questions will be answered by the teacher or referred to parents to answer if not appropriate for the school setting or curriculum content.
- Pupils will be able to raise questions anonymously.
- Sensitive issues will be handled by teacher professionally and respectfully.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue, this will be dealt with in line with the school's safeguarding policy. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy as required.
- We will notify parents when any Sex Education is planned for, outside of the statutory requirements – e.g in Year 6 transition material.
- Teachers will use/teach the correct terminology for body parts including vulva, vagina, penis, testicles. These lessons will be age-appropriate. For example the children will meet this terminology in Year 1, when they are learning parts of the body. Alongside teaching the names of these body parts, children will be reminded of the importance of the underwear rule and the importance of keeping these parts private and keeping themselves safe.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Nationally, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

'The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.' Parents do not have the right to excuse their children from the scientific aspect of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

Parents do have the right to withdraw their children from additional sex education teaching and will be consulted and offered a review of the intended materials to consider the impact of not receiving Sex Education with peers. **Our schools do not teach content which is additional to that covered in the Science and Relationships and Health Education.**

5. IMPLEMENTATION

PSHE curriculum

The curriculum will be taught with respect to different viewpoints and religious differences. It will value the importance of faithfulness as the underpinning and backdrop for relationships, this includes adults, peers and families. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

PSHE will be used to build resilience to form healthy relationships, to keep themselves safe and resist the harmful influence of the excess of media in all its forms. Resilience is also crucial within all areas of the curriculum and managing secure mental wellbeing in a variety of situations.

Values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice will be promoted.

A wide range of skills and attributes will be taught and supported for the personal and social needs of all children.

Essential Skills and Attributes developed through the Programme of Study	
Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

British Values

PSHE and Fundamental British Values. The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of **democracy**, the rule of law, individual liberty and mutual **respect** and tolerance of those with different faiths and beliefs".

British values are:

Ofsted version	DfE version
<ul style="list-style-type: none">• democracy	<ul style="list-style-type: none">• respect for democracy and support for participation in the democratic process
<ul style="list-style-type: none">• the rule of law	<ul style="list-style-type: none">• respect for the basis on which the law is made and applies in England
	<ul style="list-style-type: none">• support for equality of opportunity for all
<ul style="list-style-type: none">• individual liberty	<ul style="list-style-type: none">• support and respect for the liberties of all within the law
<ul style="list-style-type: none">• mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none">• respect for and tolerance of different faiths and religious and other beliefs

The Rule of Law

The understanding of the need for laws (and their importance at class, school, national and international level) is consistently promoted throughout the school year. Pupils discuss the value and reasons behind laws (they govern and protect us); and responsibilities and consequences when laws are broken. Visits from external agencies, for examples the Police and Fire Services form an important part of the curriculum. As children move up through the school, they consider universal laws, the United Nations and Human Rights.

Individual Liberty

Within school every pupil has the right to learn free from harm in a safe environment. Within the agreed rules pupils are encouraged to discuss and make individual choices. Lessons focus around celebration of diversity and pride in self and others.

Mutual Respect

Respect for others and respect for the environment are key features of the school ethos statement. Together, pupils learn that their behaviours have an effect on their own rights and those of others. Racism is tackled in these lessons, along with work on reconciliation.

Tolerance of those of Different Faiths and Beliefs

Fenton and Tipton St John schools are not situated in an area which is greatly culturally diverse, therefore, the school places significant emphasis on promoting diversity with the children throughout the whole curriculum (e.g. Religious Education, Acts of Worship, PSHE, School Council, links with partner schools). Visits to faith centres (church, synagogue, mosque) and representatives of faith groups are important features of our promotion of British Values.

The schools actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Diversity

Racism will be challenged through teaching understand of others and difference. All children have a wide range of needs, experiences and understanding. Accepting difference is a key factor in the

teaching of diversity. At this school we celebrate diversity and promote the differences children bring and use it to support and teach others. Our Equal Opportunities Policy provides more information.

The objectives below show how this will be achieved from an early age.

KS1	<p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to</p>
KS2	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

Learning attitudes

A negative **attitude** limits performance, saps motivation, and inhibits **learning**.

Negative **attitudes** discourage, limit, and even prevent **learning**, positive change, and growth.

Having confidence and a **positive attitude to learning** is crucial to a pupil's success in school. We aspire for children to be motivated, determined and proactive in their learning and these are skills that we teach and promote.

A **positive attitude** lets you relax, remember, focus and absorb information as you learn. You're ready to welcome new experiences and recognise many different kinds of **learning** opportunities.

Resources

In our federation we use a variety of teaching and learning supports to provide a wide range of lessons that cover all PSHE and RSE objectives.

We eat elephants – graduated and differentiated lessons designed to link to children's emotional stages of development.

5 point scale – for use in managing feelings, stressful situations, anger and understanding self.

PSHE Association lesson plans for managing feelings and emotions, managing our mental health at different times of stress.

6. INCLUSION AND EQUAL OPPORTUNITIES

All children are provided with equal access to the PSHE and RSE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Occasionally, special circumstances may arise whereby individual pupils miss lessons or parts of lessons, e.g. through involvement in an intervention programme or speech therapy sessions.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEND co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

Teachers should refer to the school's policies for Special Educational Needs, Inclusion and Equal Opportunities.

The Church of England document 'Valuing all God's Children', 2017 states:

"All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

7. IMPACT

11.1 Staff development and training opportunities

To develop staff confidence and competence in teaching PSHE and RSE:

- the subject leader will attend appropriate training courses;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training;
- the School Development Plan outlines whole-school training needs, training relevant to key stages, training for new members of staff, the PSHE co-ordinator and training identified for other individual members of staff;
- the school makes best use of in-school expertise as well as the LA, Learning Community and national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.

11.2 Leadership and management roles

The PSHE, RSE Subject Leader reports to the Head of School. The Head of School reports to the governors through the Learning and Teaching Committee

The subject leader has the responsibility to take a lead in developing PSHE and RSE as well as the teaching of them across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and that which is identified through performance management and induction programmes.

12 MONITORING

12.1 How the subject is monitored and evaluated

Monitoring takes place so that the school's progress towards its targets for improvement, as listed in the SDP can be evaluated. Teachers liaise with the subject leader who will also initiate planning scrutiny and lesson scrutiny to support teaching.

13 IMPACT REVIEW

This policy will be reviewed every two years in line with the school's policy review programme. The PSHE, RSE subject leader will report to the governors' Learning and Teaching Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

This policy should be read in conjunction with Federation Policies for:

- Safeguarding Children and Child Protection
- Behaviour
- British Values
- Anti-Bullying Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Special Educational Needs Policy