



PSHE and RSE Policy

Personal, Social, Emotional and Economic Education

Relationships and Sex Education

HALEWOOD CE PRIMARY ACADEMY

September 2023

Where children believe, achieve and succeed

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Mission Statement – Strategic Direction

At Halewood Church of England Primary School, we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We believe in the uniqueness of the individual and recognise the diversity and range of contributions that each can make.

We aim to provide for the spiritual, emotional, physical, mental and social development of the whole child; this included a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around.

In all that we do we endeavour to provide a high quality of education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require for living.

Ethos

Where children believe, achieve and succeed.

Vision

Train up a child in the way they should go, and when they are old they will not depart from it. Proverbs 22:6

Relationships and Sex Education Policy

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states: "The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools." Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes Teachers, Parents, Carers, Pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this, we aim to work with parents and carers in a spirit of hope and compassion. This Policy sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The following are extracts taken directly from '*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies*' (DfE 2019)

'So, God created humankind in his image, in the image of God he created them.'
(Genesis, 1:27)

'I have come in order that you might have life—life in all its fullness.'
(John 10:1)

R-A-I-S-E

Retention – Application – Inspiration – Success for Everyone

Our Curriculum has been designed by Halewood C of E to provide for the spiritual, emotional, physical, mental and social development of the whole child; this includes a growth in knowledge and understanding of self, and the world in which we live. We aim to provide a bespoke, unique and exciting curriculum tailor-made to suit our children, their learning and their futures. Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge, vocabulary and skills.

We maintain a broad and balanced approach to our curriculum, which fosters attitudes and qualities which will enable our children to become confident, caring, respectful and responsible citizens. We seek to foster self-esteem and a sense of responsibility to others and the world around.

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in wisdom and stature, understanding both the emotional, social and physical aspects of growing, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life. We seek to provide a well-balanced programme of relationship and sex education that reflects the age and maturity of both girls and boys.

At Halewood C of E School, we teach Personal, Social, Health and Economic Education as a whole-school approach and deliver a comprehensive, carefully planned scheme of work which builds on retention of knowledge and skills. The overview of learning objectives can be seen on the school website and also in [appendix 1](#) of this policy.

This also supports the Personal Development and Behaviour and Attitude aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality duties and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The fundamental British Values are: democracy, rule of law, individual liberty and mutual respect.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

Here, at Halewood C of E School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

R-A-I-S-E

Retention – Application – Inspiration – Success for Everyone

Intent of curriculum

- For children to have a good sense of self and others around them.
- For all children to be aware and understand how to look after their own health and wellbeing.
- For all children to be aware and have a good understanding of global issues.
- For all children to have good awareness to help make informed choices.
- For children to be able to share how they are feeling, their views and questions in a safe environment.
- For children to gain experiences through visitors and workshops of relationships, economic well-being and health and well-being.
- For all children to be good citizens and aware of British Values.
- For all children to know about the emotional, social and physical aspects of growing up, healthy relationships and sexual health.
- For children to be able to name parts of the body and describe how their body works.
- For children to be prepared for puberty. (UKS2)
- For all children to develop their self-esteem and sense of responsibility.
- For children to know how to seek help and how to respond in an emergency.

Implementation of curriculum

- A carefully sequenced PSHE and RSE curriculum ensures children are experiencing all three themes: Relationships, Economic well-being and Health and well-being.
- Our PSHE curriculum is built around the PSHE and Safeguarding Curriculum Map.
- Topics have been sequenced based on the needs of the age group, linking to key dates where possible.
- Children have the opportunity to listen to and work with outside companies and external visitors from key job roles, planned and booked in at the beginning of the year.
- Our PSHE and RSE long term plan also ensures a consistent approach, as all year groups concentrate on the same theme.
- PSHE scrap books allow for the sharing of class discussions.
- Picture News has been timetabled efficiently and is taught weekly throughout the school. Children and staff are discussing relevant and current global issues.
- Picture News is also part of our whole school collective worship, linked to British Values and our school Christian Values.
- Children are developing their confidence to talk, share and present to others.
- Carefully planned PSHE time provides the opportunity for children to discuss and share their own views and opinions, helping children to make informed choices.
- Key skills life skills are taught and addressed such as healthy eating, online safety, road safety, personal hygiene, environment and relationships.
- Key attitudes are encouraged throughout learning and when learning about others and themselves.
- PSHE lessons link to 3 R's.
- PSHE is delivered throughout the whole school from EYFS to Year Six. ^{SEP}
- PSHE is a subject that lends itself easily to equal opportunities and children with special needs are catered for by the adaptation of the work when necessary, to ensure full participation. Reference may also be made to the Equal Opportunities and Special Needs policies. Teaching is sensitive to the individual circumstances of children in the class. ^{SEP}

Impact of curriculum

We aim to provide for the spiritual, emotional, physical, mental and social development of the whole child; this includes a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around.

We endeavour to support children in developing their confidence to share their own views and ask questions in a safe and supportive environment. We aim to nurture respectful citizens who have empathy and an understanding of people from different circumstances to their own; including different religions, cultures and families. Through the sharing of stories, visitors and teaching of British Values, children will have more awareness of diversity within the community, as well as family make-ups, to help prepare children for Modern Britain.

Our school values: friendship, hope, forgiveness, thankfulness, responsibility and perseverance are the heart of what we do.

PSHE and RSE are delivered by class teachers although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during PSHE and RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

Attributes of a Good PSHE Learner:

- High self esteem ^[L]_{SEP}
- Self-regulation ^[L]_{SEP}
- Maintaining positive relationships ^[L]_{SEP}
- Aspiration and resilience ^[L]_{SEP}
- Assertiveness ^[L]_{SEP}
- Creativity ^[L]_{SEP}
- Tolerance and understanding of differences and similarities ^[L]_{SEP}
- Reflectiveness ^[L]_{SEP}
- Empathy ^[L]_{SEP}

The Christian Values, our Christian Vision and our school ethos 'Where children believe, achieve and succeed' are the heart of what we do. The PSHE curriculum fosters and develops our learning attitudes as an integral part of our lessons.

What are we aiming to do?

Halewood C of E School aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

Halewood C of E School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all children
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
 - ✓ develop their self-esteem, body confidence and sense of responsibility.
 - ✓ are able to name parts of the body and describe how their body works.
 - ✓ are prepared for puberty.
 - ✓ can protect themselves and ask for help and support.
 - ✓ To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
 - ✓ Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do

How do we achieve these aims?

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education and (PSHE) curriculum, and will be delivered through discrete PSHE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

Our school values: Friendship, Hope, Forgiveness, Thankfulness, Responsibility and Perseverance are the heart of what we do. (Appendix 1)

RSE is delivered by class teachers, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole

and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We have established systems for children to confidently report abuse, knowing their concerns will be treated seriously.

Whole-school approach

All areas of PSHE for the primary phase including statutory Relationships and Health Education are delivered through our PSHE lessons using the PSHE association scheme of work.

The medium term plans outline objectives for the unit which is delivered through lessons and resources that are beneficial.

YEAR 1 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism (KS1), 'Sameness and difference' Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' NSPCC – The underwear rule resources (PANTS)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro Charity, KS1, 'Love and respectful relationships'
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision (5-8) - Keeping/staying healthy £ Hillingdon Healthy Schools Team – DrugWise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

Cross-curricular skills and links

We teach PSHE and RSE in a variety of ways. Through PSHE lessons, collective worships, circle time, religious education, science curriculum lessons and through our own school focus 'Halewood Child of Excellence'.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to 'Robinwood' in Year 5 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Assessment

Teachers assess the children's work in PSHE and RSE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

- Scrap books to record whole class learning
- Children self-assess

Monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and RSE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Head teacher and Governors an annual summary report, evaluating strengths and weakness in the subject and indicating areas for development. We allocate time for the subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observing teaching of this subject.

EYFS

We teach PSHE and Citizenship in Reception and Nursery class as an integral part of topic work covered during the year and also through 'child initiated learning'. We relate the PSHE and citizenship aspects of the children's work to the objectives set

out in the Early Learning Goals (ELGs) and Early Years Development Matters. For example, 'Knowledge and Understanding of the World' relates to citizenship education.

SEND and Vulnerable Groups

Our PSHE and RSE curriculum is inclusive of children with special educational needs. A focus on regular retrieval practice and over-learning of knowledge enables SEND children to retain knowledge, vocabulary and therefore gain a sense of success. Highly skilled teachers adapt teaching where necessary, make reasonable adjustments and scaffold learning for pupils with SEND, ensuring they have access to the same content as their peers.

Planning, Teaching and Resources

Planning

Our curriculum has been designed for all year groups to focus on one core theme each term: (please see appendix 1).

- Autumn: Health and Well-being
- Spring: Relationships
- Summer: Living in the Wider World

We believe that the purpose of PSHE and RSE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: i.e. drug education, financial education, citizenship, personal safety, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

Teaching

Teaching and learning will be sensitive to individual needs and will focus on, and support the children's self-esteem. We will ensure that all sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the school's Behaviour policy. We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery and ensuring cross-curricular learning is explicit. Learning about relationships and sex in PSHE classes will complement learning in Science and Religious Education.

Teachers and pupils will agree ground rules:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be required to take part in any discussion.
- Factual names for body parts will be used.
- Meanings of words will be explained in a sensible, sensitive and factual way.
- Be accurate and factual, covering a comprehensive range of information about relationships, sex, the law and sexual health, in order to make informed choices.

- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be provided within a learning environment which is safe for the children and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
- Be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.
- Be taught about the society that we live in and the different types of loving, healthy relationships that exist and ensured it is taught in a way that respects everyone.
- At the point at which we consider it appropriate to teach pupils about LGBT, we ensure that this content is fully integrated into programs of study for this area of the curriculum rather than delivered as a stand- alone unit or lesson.
- Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

The subject leader will keep up to date with key information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Resources

We are well resourced for PSHE and RSE. Each class teacher has a combined PSHE long term Programme and 'Halewood Child of Excellence' resource file suited to their year group. The Learning Mentor has a master copy of these programmes. The PSHE subject leader holds a selection of reference materials for teaching PSHE and RSE and some are with class teachers.

We have a large variety of children's books exploring British Values, different families, communities, religions and cultures. Teachers can use resources and planning in line with their topic or when they feel it necessary to address a topic based on a class need.

Sex education

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

PSHE Education is a school curriculum subject in England, which focusses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. It also encompasses RSE (Relationships Education and Relationships Sex Education) which teaches children about having loving, equal and safe relationships in all areas of their life. These

elements of RSE are taught through the National Curriculum for Science at Halewood C of E.

Safeguarding and Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues. Teachers are aware that effective PSHE and 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 and therefore teachers will deal with this as a child protection issue and will report to the Designated Safeguarding Lead (Dave Smith/Odile Coleman).

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by a pupil. They may then seek guidance from the designated teachers without breaking confidence. It is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. Teachers **must** break confidences if it is in the child's best interest to do so. Pupils will be made aware that staff cannot offer unconditional confidentiality, however pupils will be reassured that if confidentiality has to be broken, then they will be told and supported appropriately. In seeking to support the welfare of pupils the usual course for the school is to involve parents. Occasionally this may be against the wishes of the child and/or may place the child at greater risk. On these occasions the school may, in the best interest of the child, act without informing the parents.

In accordance with the school policy, visitors will be invited to school in order to supplement or complement the programme of work. Any materials used by visitors, including health professionals, will be viewed by the class teacher beforehand. The class teacher will remain with the class during the visitor's contribution to the lesson. A senior member of staff will have been informed.

Engaging Stakeholders

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support. We are committed to working with parents and carers by consulting as much as possible on the development and review of the policy which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. We will listen to parents' views, and then make a reasonable decision as to how they wish to proceed.

Governors will be informed of the policy and curriculum through governor meetings and will be discussed with the link governor.

Our PSHE and RSE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- It is also aligned with the Church of England's '[A charter for faith sensitive and inclusive relationships, healthy and sex education](#)' and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools. (Church of England Education Office, [second edition \(updated summer 2019\)](#)).

This policy can be used in conjunction with our:

- Child Protection Policy
- PSHE and RSE long term plan
- Equality Policy
- Equality Objectives
- Anti-bullying Policy
- Well-being Policy
- SMSC Coverage
- PSHE Position Statement

Whole Christian School Values



Friendship		Hope		Forgiveness	
Autumn 1	<ul style="list-style-type: none"> Managing our feelings Thinking about what we say Including others Being responsible 	Autumn 2	<ul style="list-style-type: none"> Jesus hope of the world Peace Planting hope Hope for the future Bringing hope to others 	Spring 1	<ul style="list-style-type: none"> Saying sorry Being forgiven Taking the First Step Starting again Amazing Grace Forgive our sins
Thankfulness		Responsibility		Perseverance	
Spring 2	<ul style="list-style-type: none"> Remembering to say thank you (Luke 17) Saying Grace (Matthew 6:25-34) Extravagant thanks (Luke 7) Creation praise (Psalm 148) Thanks, in the Bible / Thanks in the Bible (Matthew 9:1-8) 	Summer 1	<ul style="list-style-type: none"> What we say (James 3) Using time wisely (Proverbs 6:6-8) Managing our feelings (Matthew 21) Using our gifts (Matthew 25) Thinking about our family (Ruth 1) Being responsible (Luke 2) 	Summer 2	<ul style="list-style-type: none"> The truth Finishing the job To the end! God's love Sticking with it

Where children believe, achieve and succeed

Appendix 2

PSHE, RSE and Safeguarding Curriculum Map



We aim to provide for the spiritual, emotional, physical, mental and social development of the whole child; this includes a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around. Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in wisdom and stature, understanding both the emotional, social and physical aspects of growing, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life. We seek to provide a well-balanced programme of relationship and sex education that reflects the age and maturity of both girls and boys

Core Theme	Autumn		Spring		Summer	
	HEALTH AND WELLBEING		RELATIONSHIPS		LIVING IN THE WIDER WORLD	
YEAR 1	<u>What helps us stay healthy?</u> Mental Health and Wellbeing. To know what helps keep bodies healthy. To know hygiene routines.	<u>Who helps to keep us safe?</u> To know how to keep safe around house. To know how to ask for help if worried about something.	<u>What is the same and different about us?</u> To recognise feelings in self and others and share feelings with others. To know about ourselves and others; similarities and differences.	<u>Who is special to us?</u> Respecting similarities and differences in others; sharing views and ideas. People who care for us; groups we belong to; families.	<u>How can we look after each other and the world?</u> To know about ourselves and others. To know about the world around us. To know how to care for others.	<u>What can we do with money?</u> To know where money comes from. To know how to use money. To know how to save and spend money. To know the needs and wants with money.
YEAR 2	<u>What can help us grow and stay healthy?</u> Mental Health and Wellbeing. To make healthy choices. To understand different feelings and how to manage them. Growing: changing and being more Independent	<u>What helps us to stay safe?</u> To understand how to keep safe in different situations. To understand how to be safe on the road. Road Safety Workshop	<u>What makes a good friend?</u> To know about different behavior and how feelings can hurt. To know how to listen to others and play cooperatively; friendship. To understand how to manage arguments and upset.	<u>What is bullying?</u> Respecting similarities and differences in others; sharing views and ideas; teasing and bullying. Words and actions; respect for others.	<u>What jobs do people do?</u> To know about different people and their jobs. To know about the role of money. To understand the role of the Internet and how to keep safe online.	<u>What can we do with money?</u> To know where money comes from. To know how to save and spend money. To make the right choices and keep track of money. Money Sense Workshop
YEAR 3	<u>Why should we eat well and look after our teeth?</u> Mental Health and Wellbeing. To know what makes a balanced diet To have opportunities for making own choices with food To know what influences food choices and habits. To know how to look after teeth (dental care). Healthy Eating Workshop	<u>What keeps us safe?</u> To understand school rules on health and safety. To know basic emergency aid. To know people who help stay healthy and safe. To recognise hazards and respond to accidents.	<u>How can we be a good friend?</u> To recognise feelings in others and how to respond to how others are feeling. To know how to make positive friendships. To understand how to manage loneliness and how to deal with arguments.	<u>What are families like?</u> Families; family life; caring for each other.	<u>What makes a community?</u> To discuss and debate health and wellbeing issues. To know how to be part of the community. To know who works in the community. To know how to show respect to others in differing groups.	

YEAR 4	<p><u>What strengths, skills and interests do we have?</u></p> <p>Mental Health and Wellbeing.</p> <p>To develop self-esteem and self-worth To know personal qualities To know future goals setting and how to manage setbacks.</p> <p>[RSE] To know the names of different body parts (Science) To know some of the physical changes that happen to us as we grow (Science)</p>	<p><u>How can we manage risk in different places?</u></p> <p>To know how to keep safe in the local area and online. To know people who help stay healthy and safe. To recognise and manage risk.</p> <p>E-Safety Talk - Police</p>	<p><u>How do we treat each other with respect?</u></p> <p>To know how to listen and respond effectively to people and how to share points of view. To understand respect for self and others is important and how to show courteous behavior.</p>	<p><u>How can our choices make a difference to others and the environment?</u></p> <p>To discuss and debate health and wellbeing issues. To know how to appreciate difference and diversity in the UK and around the world. To know how to care for others; the environment; people and animals. To understand shared responsibilities. To know how to make the right choices and decisions.</p> <p>Bike Ability – Cycling Skills</p>	
YEAR 5	<p><u>What makes up our identity?</u></p> <p>Mental Health and Wellbeing.</p> <p>To know what positively and negatively affects health and well-being To make informed choices To know personal attributes and qualities; similarities and differences; To know and challenge stereotypes.</p> <p>[RSE] To know the term puberty and how a girl's body changes (Science) To know how a boy's body changes during puberty (Science) To know the stages in growth and development of humans (Science)</p> <p>Smoking and Alcohol Workshop</p> <p>Play Leaders Workshop</p>	<p><u>How can we help in an accident or emergency?</u></p> <p>To know strategies for managing personal safety in the local environment. To understand how to be safe online To know basic first aid and how to deal with accidents and emergencies. To make good healthy habits.</p> <p>Bike Ability</p> <p>First Aid St John's Ambulance resources</p>	<p><u>How can friends communicate safely?</u></p> <p>To know how to respond to feelings in others. To understand friendships and different relationships. To know how to be independent. To know how to be safe online.</p>	<p><u>What jobs would we like?</u></p> <p>To understand different careers and aspirations. To know role models. To know how to achieve and aspire for the future.</p>	<p><u>What decisions can people make with money?</u></p> <p>To know the importance of finance in people's lives. To know how to look after money. To know what an interest, loan, debt management of money and tax is. To know how to make decisions on how to spend and save money.</p>

YEAR 6	<p>How can we keep healthy as we grow?</p> <p>Mental Health and Wellbeing.</p> <p>To know how to look after ourselves. To know how to become independent and take more responsibility.</p> <p>[RSE] To know the names of different body parts (Science) To know how girls' and boys' bodies change during puberty (Science) To understand the importance of looking after your body physically and emotionally.</p> <p>Heights and Weights</p> <p>Health Questionnaire</p> <p>Sex Education – Nurse Visit</p>	<p>What will I change as we become more independent?</p> <p>To know confidentiality and when to break a confidence and manage dares. To know about different relationships.</p> <p>[RSE] To know about how our bodies change and grow (Science)</p> <p>Sex Education – Nurse Visit</p>	<p>How do friendships change as we grow?</p> <p>To know how to listen to others and raise concerns and challenge. To know what makes people the same or different. To know how to recognise and challenge stereotypes, discrimination and bullying.</p> <p>To develop independence ready to move to secondary school.</p>	<p>How can media influence people?</p> <p>To discuss and debate health and wellbeing issues. To understand human rights; the rights of child; cultural practices and British law. To know how to be part of a community; groups that support communities. To know how to be critical of what is in the media and what they forward to others. To understand media literacy and digital resilience To know about what can influence them and how to make sensible decisions. To know how to keep safe online.</p> <p>Year 6 Transition</p>
WHOLE SCHOOL	<ul style="list-style-type: none"> JLT Meetings Health Eating Week World Mental Health Day Global Handwashing Day Walk to School Week Road Safety Week World Faith Day NSPCC- PANTS 	<ul style="list-style-type: none"> JLT Meetings Outdoor Classroom Day UNICEF Day for Change NSPCC Number Day World Book Day Sports Relief World Faith Day NSPCC- PANTS 	<ul style="list-style-type: none"> JLT Meetings Aspirations Day World Faith Day NSPCC- PANTS 	
PICTURE NEWS	Current News Story Local/Global UNICEF	Current News Story Local/Global UNICEF	Current News Story Local/Global UNICEF	
BRITISH VALUES	Rule of Law Tolerance of different faiths and beliefs	Democracy Mutual Respect	Individual Liberty British Values Overview	
P4C THEME	<p>Mental health- I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.</p> <p>Peer Pressure – I can recognise when and how to ask for help and can use techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable or anxious.</p>	<p>Relationships – I know what constitutes a positive and healthy relationship? I can recognise relationships that can be unhealthy.</p> <p>Loss- I can recognise change and loss and the associated feelings including moving home, losing toys, pets or friends.</p>	<p>Media- I can recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Money – I know the importance of money in life.</p>	

Intent: for all children to be fluent in the retention and application of powerful knowledge and vocabulary.

Curriculum Drivers: Equality, Economic-Wellbeing & Environmental Awareness

Appendix 3

Monitoring Audit for Governors

This checklist is to support the school's process of self evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			
There is a designated senior member of staff responsible for RSE in the school.			
There is a designated governor to monitor RSE.			
Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.			

The school has in place a range of resources to meet the age appropriate needs of all pupils.			
Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered.			
Parents / carers are regularly made aware of how RSE is taught throughout the school.			
Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school has in place a plan to support parents who have with drawn their child to fulfil their responsibility to deliver RSE at home.			
The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers.			
Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE.			
The policy and programmes take into account issues related to equal opportunities.			
The policy and programmes takes into account the Church of England Education Office guidance document: Valuing All God's Children 2019.			
There is a confidentiality clause in the RSE policy, developed in consultation with representatives across the school community. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.			

Next Steps:

Completed by:

Date:

Appendix 4

Resources

Let's Work Together – Lucy Emmerson

Jessica Kingsley Publishers ~ £12.99

A practical guide to schools and parents working together in this area

Messy Church – Real Me – Bishop Rachel Treweek

The Bible Reading Fellowship 2017

The Underwear Rule

www.nspcc.org.uk

Early Years Foundation Stage Getting Started – Early Years

Stonewall 2017 education@stonewall.org.uk www.stonewall.org.uk/get-involved/education

Key Stage One

Love and Sex Matters KS1

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2

RE Today Services ^[L]_[SEP] www.retoday.org.uk / admin@retoday.org.uk

Liedentity – Gloucester Diocese ~ UKS2 / KS3

<https://www.gloucester.anglican.org/parish-resources/communications/liedentity/>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

(Internet safety resource, inclusive of materials on Social Media Photos & Selfies)