

St. John's C.E. Primary School

PSHE Policy



St. John's Vision statement

At St. John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us.

I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the Lord's holy people, to grasp how wide and long and high and deep is the love of Christ.' Ephesians 3.16-18

'Thriving and learning as we build God's Kingdom'

Contents

1. Aims	3
Policy development	4
Equal opportunities	4
Pupils with SEND	4
2. Statutory requirements	5
Right to withdraw	6
3. Content and delivery.....	6
4. Roles and responsibilities	11
5. Monitoring arrangements.....	12
6. Links with other policies	12

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- To help our children develop self-confidence and a feeling of worth.
- To encourage our children to make healthy, informed choices about their lives.
- To help pupils identify ways of responding to peer group pressure and social challenge.
- To develop a caring and considerate attitude towards themselves, others and a caring attitude to the environment.
- To help our pupils to understand and manage their feelings.
- To become more confident in dealing with life's challenges.
- To understand how society works and their rights and responsibilities.
- To help children move into adulthood with Christian values and principles to broaden their horizons and make a valuable contribution to the world.

Aims and Objectives

The purpose of PSHE at St. John's School is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places sex education firmly in the context of relationships as a whole and seeks to develop it as such.

We aim to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality, relationships and difference.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To teach pupils that every person in the school community is a child of God: at the heart of Christian distinctiveness is an upholding of the worth of each person.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support

PSHE at St. John's School will reflect a Christian concept for the family and associated relationships. It will be taught alongside our school Christian values and will demonstrate and encourage respect for self and others, responsibility for one's own actions and for family, friends, school and the wider community including the belief of keeping a sustainable environment.

Policy development

This policy has been developed in consultation with staff, the governing body and parents. This process involved:

- 1 – SLT review
- 2 – Staff consultation
- 3- Sharing resources and the policy with the parents
- 4- Ratification from the Governing Body

Equal Opportunities

Equality of opportunity is concerned with upholding the basic right of every individual to be treated and valued equally. We recognise that society for all age groups contains inequalities and that it is important to eradicate false beliefs and discriminatory practices which create negative feelings, cause frustration and limit individual potential.

We count on the support of pupils, parents, staff, governors and the wider community in forming a policy which ensures that all people are valued and treated fairly in the multi-cultural society that Britain has always been.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be

adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

2. Statutory requirements

At St. John's Primary School, we teach PSHE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At St. John's, we have committed to retain our choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

- We must teach relationships education in line with the terms set out in statutory guidance by the DfE.
- We must teach health education under the same statutory guidance.
- We must teach elements of sex education which relate to health, relationships and science.

Procedures for Pupil Withdrawal from RSE

Parents will have the opportunity to see the programme of study and will be encouraged to speak to the class teacher should they have any concerns about the content and delivery of RSE.

In accordance with the DfE guidance parents' have a right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education or Health Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. If a parent wishes their child to be withdrawn from the sex education elements of RSE, requests should be put in writing and addressed to the Headteacher. A copy of this request will be placed in the pupil's educational record. The Headteacher will then discuss the request with the parents and take appropriate action. If a child is withdrawn, they will go to an alternate class and alternative work will be provided.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

For aspects of PSHE, see our **curriculum and progression maps on our website** which detail the content and progression across each stage at St. John's.

3.2 How we teach it

- PSHE lessons take place weekly over the course of the year.
- PSHE at St. John's is largely led by the school's values, which are selected by the pupils yearly.
- PSHE lessons are delivered by class teachers, and in some cases supported by outside agencies and services.

- Where possible and relevant, PSHE involves visits from outside agencies and services, such as police, fire brigade, charity workers etc...
- Whole school assemblies also play a role in the delivery of PSHE through the focus on our school values and key points in the calendar year which relate to PSHE.
- PSHE sessions adopt a sensitive and inclusive approach, and amendments are made where necessary for pupils with specific needs.
- The delivery of PSHE lessons are led by the whole school vision and ethos, which is in line with statutory guidance.
- RSE lessons follow the Jigsaw scheme of work, which is recognised and approved by the PSHE Association, who are endorsed by the DfE.
- All teachers receive induction and training on using the RSE scheme of work, as well as guidance and support in approaching PSHE themes and sessions.
- The school will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.
- Pupil progress and understanding in PSHE, which includes RSE, is recorded in individual pupil books and whole class floor books.
- The subject is assessed termly using teacher assessment.
- Progress is reported to parents in end of term reports.

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our Scheme of Work – Jigsaw

The Governing Body at St. John's School have agreed that the school staff will use Jigsaw as its scheme of work for delivering PSHE lessons.

The scheme of work covers PSHE objectives from Reception to Year 6 with clear progression from year to year to ensure that our children receive age appropriate but necessary information to prepare them for the next stages of their lives.

Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end of the year.

Autumn 1

Being Me in My World 'Who am I and how do I fit?'

Autumn 2

Celebrating Difference Respect for similarity and difference.

Anti-bullying and being unique

Spring 1

Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this

Spring 2

Healthy Me

Being and keeping safe and healthy

Summer 1

Relationships

Building positive, healthy relationships

Summer 2

Changing Me

Coping positively with change

In KS1, the emphasis is on talking, listening and thinking about feelings and relationships. Areas discussed include caring relationships within families and friendships and what makes the children feel happy and content. Growing up and differences are also covered. By the end of KS1, pupils are taught the scientific names of body parts and will understand the difference between public and private parts. In KS2, the areas that have been addressed in KS1 are discussed in greater depth to increase the pupils' knowledge and understanding. Puberty is covered as part of changes and reproduction. In Year 6, the children are told about the physical and emotional changes associated with puberty and the conception, development and birth of a baby. Above all, the importance of good relationships is reaffirmed in each year group. The scheme of work is taught via a series of video clips and resources to enable the children to engage in the learning. After each lesson, time is allowed for discussion, questions and answers. Informal discussions between the teacher and individual pupils often follow these lessons. Staff are trained to deliver the scheme of work and the materials contained within the syllabus fit within our ethos and vision as a school. Parents are notified in advance when the RSE units are to be taught and

invited to look at the resources if they wish. An overview of the scheme of work for each year group can be seen if requested from the school office. For more information on Jigsaw, please contact the school office - who will direct you to the relevant member of staff - or visit the school website.

4. Roles and responsibilities

4.1 The governing body

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

The governing body also receive training on the school's approach to the teaching of PSHE.

4.2 The headteacher and PSHE leader

The headteacher and PSHE leader are responsible for ensuring that PSHE are taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Training

Staff are trained on the delivery of PSHE and RSE as part of the continuing professional development calendar. The Coordinator will also seek to invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Individual support will be provided by the Coordinator to specific teachers if needed.

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by the senior leadership team through:

- Learning walks
- Book looks
- Outcomes of pupil interviews

This policy will be reviewed annually.

At every review, the policy will be approved by the governing body.

We have also held a PSHE review with Sharon Davies and Jeff Cole on June 2022.

6. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding Policy, Behaviour Policy and RE Policy