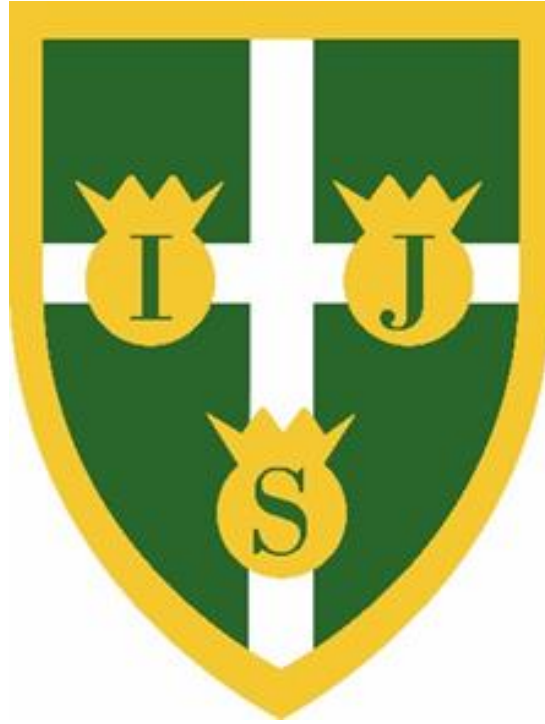


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Ingrave Johnstone Church of England Primary School



PSHE and RSE Policy

Agreed by Governors: Autumn 2022

Review Date: Autumn 2025

PSHE AND RSE POLICY

Policy Context and Rationale

This policy covers our school's approach to Personal, Social, Health and Economic (PSHE) education, which includes physical health and mental wellbeing, and outlines the requirements of Relationships and Sex Education (RSE).

It was produced by various stakeholders in the school, including subject leaders, the Senior Leadership team, the Pupil Leadership team, members of the Governing Body and parents/carers of the school.

If you require this policy in printed form, please contact the school office on 01277 810218. Electronic copies of this policy are available on the school website.

Intent

At Ingrave Johnstone Primary School, we believe in promoting life-long learners through a broad and inclusive curriculum in Personal, Social, Health and Economic (PSHE) education. We feel it is essential for our children to be well-rounded citizens, gaining a coherent understanding of the wider world and how they fit in to it. Our children are encouraged to use their skills to ask questions, weigh evidence, sift arguments, think critically and logically and use their knowledge to make links across different subjects. We aim to equip children with essential skills for life by developing the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. During these lessons, the children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The PSHE units cover three main areas: Living In The Wider World, Relationships, and Health and Wellbeing. Living In the Wider World includes topics such as rights and responsibilities, the environment, and money. We also focus on Black History month, online safety, anti-bullying week, firework safety, Remembrance Day and Children in Need. The Relationships unit focuses on feeling and emotions, healthy relationships and valuing differences. Finally, the Health and Wellbeing unit centres on healthy lifestyles and growing and changing.

Ingrave Johnstone's PSHE resources and planning falls in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study, which is widely used by schools in England, including the Healthy Schools engagement workers, and is recommended by the Department of Education in all key documentation relating to PSHE provision in schools. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Currently under the Education Act 2002, 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*

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- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Implementation

In accordance with the National Curriculum statutory requirements, our lessons are designed to meet the needs of each student, whilst challenging them at the same time. It is designed to be taught in thematic units taught in a spiral curriculum that revisits each theme in different years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Teachers have the freedom to deliver the lessons in a creative manner, using many approaches such as role play, discussion, games, as well as written tasks. These activities enable children to build confidence and resilience, aligning with the seven values held at Ingrave Johnstone; initiate, nurture, grow, resilience, achieve, value and enjoy. Resources are also provided for parents and carers for more sensitive topics and an open-door policy is held for discussion of personally sensitive or topical areas within the PSHE curriculum.

Impact

The impact of our teaching of PSHE is for all pupils to be well-rounded members of society and understand the world around them. They should carry the skills and knowledge provided at Ingrave Johnstone with them to further their education and remain inquisitive about the world around them and be reflective in their own lives, knowing how to safeguard themselves and others. With engaging lessons and experiences we provide, we encourage our children to undertake new life experiences both now and in the future, ensuring they are well prepared for the next steps of their education. The scheme allows children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.

They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. The PSHE curriculum offered at Ingrave Johnstone supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Obtaining a successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. At Ingrave Johnstone, we aim to raise the aspirations of children from all backgrounds, including disadvantaged and vulnerable children, to empower them with skills to overcome potential barriers they may face. Our PSHE learning at Ingrave Johnstone links to our safeguarding and social, moral, spiritual and cultural (SMSC) outcomes. This ensures that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Aims of the policy

- To provide opportunities for all children to learn and achieve, including those with special educational needs.
- To provide opportunities to consider and clarify pupil values and beliefs, and to rehearse and develop enquiry and interpersonal skills.
- To provide a comprehensive, balanced and relevant body of factual information to inform their present and future choices.
- To raise awareness and educate staff, parents and pupils about the content covered in the PSHE curriculum, including statutory elements.
- To promote acceptance throughout our school community.
- To encourage children to cooperate with one another and with adults.
- To work alongside parents to encourage children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- To reinforce fundamental concepts of identity, relationships, a healthy balanced lifestyle, risk, diversity and equality, rights and responsibilities and changes.
- To acknowledge pupils who may be vulnerable and/or at risk and provide appropriate support., following the school's safeguarding and child protection policies.

Provision for PSHE

PSHE will be provided through a combination of:

- Discrete curriculum time;
- Teaching through and in other subjects where relevant (for example, where topics overlap with Science, Design Technology, Computing etc).
- Enrichment activities – such as whole school focus months like Black History Month, national commemorations like Remembrance Day, fundraising events like Children in Need, whole school focus weeks like Children's Mental Health week, amongst others.

Integrating PSHE into the wider curriculum

Effective PSHE education is not planned or delivered in isolation. At Ingrave Johnstone, PSHE delivery is most effective where there are links made with other subjects to ensure consistency and depth of coverage and knowledge. These can include, but are not limited to, Computing, Physical Education (PE), Design Technology (DT), Religious Education (RE) and Science. For instance, in Computing lessons, there are discussions of the risks that may be faced online, as well as internet safety. In PE, pupils learn about different ways of keeping fit and how their body feels after physical activity. In the national curriculum for Science, pupils must be taught about how bodies change as people grow and age. Therefore, it is important for the school to deliver PSHE implicitly as well as explicitly through many areas of school life.

Elements of PSHE are also covered during daily worship times for the whole school and on class level bases too, dependent upon the nature of the topic or potential current affairs.

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' that are understood by all children and adults are important in creating this.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, religion or personal circumstance. Teaching takes into account the age, ability, readiness and cultural backgrounds

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of children to ensure that all can fully access PSHE education provision. This includes promoting diversity and inclusion, and using PSHE education as a way to address diversity issues and to ensure quality for all.

Inclusion in PSHE

The teaching materials and resources we use are appropriate for the age of our pupils. As far as it is appropriate, pupils with special educational needs and/or disabilities (SEN) will follow the same PSHE education as their peers. Careful consideration is given concerning the level of differentiation needed; in some cases, the content or delivery may have to be adapted. Staff will work with individual pupils where required, and if appropriate. Parents and carers of pupils with SEN may be consulted separately if there are areas within the PSHE curriculum staff feel may need to be adapted further for individual pupils. This includes sections within Relationships and Sex Education too. Our inclusion for pupils with SEN follows the SEND Code of Practice 2015.

Additionally, we consider the religious backgrounds of our pupils throughout our PSHE curriculum. Whilst we are a school that holds Christian values, we recognise that other religious backgrounds may hold different beliefs. We encourage open conversations between families and staff should there be any concerns over PSHE teaching conflicting with religious beliefs.

Our inclusion in PSHE, including RSE, falls in line with the expectations outlined in the Equality Act 2010.

PSHE Curriculum

Teachers will plan for a deliver lessons using three key units; Relationships, Living in the wider world and Health and wellbeing. Teachers will use resources from publications such as the Medway Public Health Directorate, Twinkl, the PSHE Association, and Discovery Education, amongst other valuable resources.

Relationships and Sex Education

This section of the policy covers our school's approach to the delivery of Relationships and Sex Education (RSE), in accordance with the statutory guidance provided from the Department of Education (DfE) from September 2020, and the guidance provided from the Secretary of State. Further information for primary schools, including what pupils should know by the end of primary school, can be found on the government's [DfE website via this link](#).

We believe RSE is important for our school to develop inclusive, understanding and knowledgeable young people who are equipped for experiences of their current age, and have an awareness of what will be relevant for them in the future too. The aim is to educate children about safe and healthy relationships of all kinds. This includes the pupils being taught about respect, listening and empathy.

RSE Curriculum Overview

There are five compulsory areas of learning within Relationships education; families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Parents and carers cannot withdraw their children from compulsory Relationships education.

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The table below is taken from pages 20-22 of the [DfE guidance](#).

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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 marriage¹³ 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.
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources.

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all schools, and therefore the Relationships content of our school curriculum will be delivered to all pupils.

Physical and health and mental wellbeing are also taught to pupils at primary school level. Mental wellbeing is a normal part of daily life, in the same way as physical health. The PSHE and RSE curriculum at Ingrave Johnstone covers the following areas outlined in the [DfE Guidance](#) pages 32 to 35:

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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Under the National Curriculum, the basics of sex education fall within the Science curriculum, which includes the statutory content about human development, including puberty and reproduction. In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year 5, children are taught about the life cycles of humans and animals, including reproduction.

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They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

Beyond the requirements for the Science curriculum, sex education is not compulsory, and additional lessons are provided at the discretion of the school. We tailor what is included in our sex education programme to the age of pupils, as well as their physical and emotional maturity. This is to ensure that all pupils, whether they identify as boys or girls, are prepared for the changes that adolescence brings, as well as how a baby is conceived and born. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

Parents and carers have the right to request that their child be excused from (commonly referred to as the right to withdraw) lessons around sex education which go beyond the national curriculum for science. The headteacher will invite parents and carers who make these requests to discuss further and clarify the nature and the purpose of the curriculum. The headteacher will discuss with parents the benefits of receiving this important education and will discuss any potential detrimental effects that withdrawal may have on the child, for example the child hearing their peers' version(s) of what was said in lessons, rather than what has been taught. This process will be documented and recorded for future practice.

Teachers will follow the lesson plans set out by the Medway resources and the DfE recommended PSHE Association resources developed alongside Twinkl planning. In Years 5 and 6, resources from the Kapow Primary RSE programme are used to supplement teaching. In order to match the needs of our pupils, our RSE programme will be taught through a range of teaching methods and interactive activities, including supplementary resources from the NSPCC website, Medway materials and Twinkl planning, amongst others. Techniques that teachers may choose to use during lessons include games, storybooks, circle time and question box activities, drama, art and/or watching videos to allow for discussions.

Some of the sex education elements may be taught as a whole-class exercise, but the pupils may work in smaller groups if the teacher(s) decides that this suits the cohort of pupils better. If the class is split into smaller groups, then they will join back together afterwards to share what they have been learning.

Parents and carers of pupils in Year 5 and Year 6 will be notified prior to the delivery of the non-statutory sex education content, including examples of what will be taught in lessons if required.

Managing difficult questions

During RSE lessons, pupils may ask their teachers or other adults questions relating to sex or sexuality, which go beyond what is outlined for covering in the RSE curriculum. We are aware that for many young people, the distinction between the online world and other aspects of life is less marked than for some adults. We would therefore prefer to address as many questions as possible in school, to avoid potential misconceptions being found online by pupils instead. Teachers may discuss this further with parents and carers as required.

Roles and Responsibilities for RSE

Governing Body

The governing body are responsible for the school's RSE policy.

Headteacher

It is the headteacher's role to ensure the RSE policy is adhered to by all staff, and is responsible for engaging in discussions with parents and carers where needed, including regarding requests for withdrawal from sex education lessons.

PSHE Lead

It is the role of the PSHE lead to work with the governing body and headteacher to develop this RSE policy as part of the PSHE policy, and to ensure that all stakeholders are kept informed of changes in government guidance and advice from the Department of Education. This includes ensuring staff are equipped with the most up to date professional development and subject knowledge. The PSHE lead will ensure the policy and programmes are implemented as agreed, monitor teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved, support staff to assess pupils' progress and evaluate the programme by collecting perceptions from stakeholders.

Teaching staff

It is the responsibility of the teachers to plan and deliver lessons in accordance with the statutory guidance for RSE, including applying what is age appropriate for the pupils in their classes, as well as acknowledging and accommodating for those with different needs, including those with SEN. Teaching staff will notify parents and carers in advance of the delivery of the sex education lessons. Teachers are responsible for monitoring, assessing and evaluating what the pupils have learned. Teachers use 'inclusive' language so every child can feel comfortable regardless of their background or family lifestyle.

Parents and carers

The school expects parents and carers to support the delivery of the RSE curriculum, and where relevant to engage with staff to support individual pupils' needs.

Building on the school's existing policies

The school's Christian Vision Statement, Core Values, Behaviour Policy, Home School Agreement, Anti-Bullying Policy, Mental Health and Wellbeing Policy, Equal Opportunities Policy, Code of Conduct and Grievance Policy, as well as Safeguarding and Child Protection, have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people.

The PSHE and RSE policy complements documents including:

- Education Act (1996)
- Learning and Skills Act (2000)

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- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for SRE in the 21st Century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- SEND Code of Practice (2015)

This includes any updates to the list above since the publication of this policy.