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**Live to learn, learn to live**

**PSHE (Personal, Social, Health, Economic) and RSHE (Relationships and Sex & Health Education)**

**policy**

**Date of Policy: Spring 2023**

**Review: Spring 2026**

**Members of Staff Responsible: Lauren Carnell**

**School Mission Statement**

At Lache Primary School we create a stimulating and caring environment where we all feel happy, secure and valued. Children and staff are encouraged to aim high and believe in themselves in order to maximise their achievement. We encourage children to become successful citizens showing consideration and respect for others.

**Aims**

At Lache Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school is compulsory. We believe that, to be effective, RSHE should always be taught within a broader PSHE education programme. RSHE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The Sex and Relationship education within the school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives, without prejudice and become informed and active citizens. Throughout our curriculum, we promote British values and provide learning opportunities which further the social, moral, social and cultural development of learners, preparing them for the opportunities, responsibilities and experiences of later life. The work aims to be delivered in an accepting and honest way which enables young people whatever their gender or sexuality to contribute, engage and contribute to.

**The aims of PSHE and RSHE at Lache Primary School are to:**

* Promote the spiritual, moral, cultural, mental and physical development of all pupils
* Prepare pupils for the opportunities, responsibilities and experiences of later life
* Encourage pupils to value themselves and others and to value their self esteem
* Allow pupils to acknowledge and appreciate difference and diversity
* Teach pupils how to make informed choices
* Prepare pupils to be positive and active members of a democratic society
* Teach pupils to understand what constitutes a safe and healthy lifestyle
* Provide a framework in which sensitive discussions can take place
* Promote safety in forming and maintaining relationships
* Provide pupils with a toolkit for understanding and managing their emotions
* Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
* Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
* 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 and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies

**Statutory requirements**

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it has been 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.

**Definition**

PSHE (personal, social, health and economic) education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE education is the school curriculum subject through which RSHE content is delivered in the vast majority of schools. Teaching RSHE within this context is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work. RSHE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other’s attitudes and values and builds their self-esteem.

**Delivery of PSHE and RSHE**

These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. We believe that RSHE should meet the needs of all pupils and celebrate their differences. This should include age-appropriate teaching about different types of relationships in the context of the law taught in a child friendly manner.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE), Physical Education (PE), Information Technology (IT) and Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

In Lache Primary school we have decided to bring many approaches into our curriculum to cover the different aspects of PSHE wholeheartedly through the school. We have adopted the ‘No Outsiders’ scheme of work to deliver Relationship education directly once a half term as we believe this story and discussion based approach is what is best for our children. We also encourage staff to deliver the key messages on a daily basis through general discussion, assemblies and topic days, displays and relationships between staff and pupils.

We also teach through Jigsaw every week, which brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw covers all the requirements of the government guidance and outcomes. The Relationships and ‘Healthy Me’ units cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw’s philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.

**Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE/RSHE 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/RSHE 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.

**Roles and responsibilities**

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| The Governing Body | The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. |
| The Headteacher | The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE |
| Staff | Delivering RSE in a sensitive way  Modelling positive attitudes to RSE  Monitoring progress  Responding to the needs of individual pupils  Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE  Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher |
| Pupils | Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity |

**Working with Parents**

We are well aware that the primary role in children’s sex education lies with parents/carers. We endeavour to maintain positive and supportive relationships with our parents/carers by:

• Keeping parents/carers informed of oncoming lessons

• Providing question and answer sessions for parents/carers to attend

• Signposting parents/carers to materials/agencies that can offer support

Parents do not have the right to withdraw their children from relationships education but do have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Alternative work will be given to pupils who are withdrawn from sex education.

**Confidentiality and disclosure.**

It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality. However in the event of any disclosure all staff will follow school Child Protection Policy.

Young people should be made aware that ‘confidences’ might be shared among the staff of the school if that is seen to be beneficial for the young person’s well-being and/or the teacher’s ability to deal with the issue. Young people should be made aware that under the Children Act 1989 adults “may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare.”

**Answering Difficult Questions**

The teacher should establish with the young people, a set of ground rules so that young people are aware or the parameters. For example:

* If a question is too personal, remind the young person about the ground rules.
* If the young person needs further support, refer them to the school health advisor, school counsellor, help line or outside agency or service.
* If a question is too explicit, acknowledge it and meet with the young person later. (It is important to remember to never meet with a young person on own whilst also respecting the request of confidentiality of the young person.)
* If the answer to a question is not known- say so. The class and teacher can research the information together.
* Any concern about sexual abuse should be followed up under the child protection procedures.

**Staff guidance**

‘Answering Difficult Questions’, ie; if a question is too personal, remind children of ground rules. Use anonymous question box and inform pupils the questions will be filtered.

If children need additional support the staff can refer to School Health Advisor, counsellor, or help from another outside agency. If a question is too explicit, acknowledge it and offer to discuss it with young person outside of the lesson, however there are questions that staff will not answer and children will be guided to their parent/ carers. Any question of sexual abuse should be followed up using Child Protection procedures.

**The Use of Visitors**

The school will follow the LA policy as outlined in “The Use of Visitors” in the Guidance for Schools on Drug Education. The schools policies regarding confidentiality, disclosure and child protection will be made clear to any visitors. The school only use competent education/facilitators who are aware of their roles and responsibilities.

**Procedures for Policy Monitoring and Evaluation**

Young people and staff will be consulted every year about the content and delivery of the sex and relationship programme. This will further inform the policy development. Parents will be consulted every two years about the policy.

The overall responsibility for the policy monitoring and evaluation remains with the Governing Body.

**Dissemination of Policy**

The policy will be disseminated through parent’s evenings and will be outlined within the school prospectus. Each class will receive a copy of the policy which will be discussed at their level and if appropriate displayed in each room.

This policy/document was reviewed by:-

Signed………………………………………………………………………………………………

Position…………………………………………………………………………………………….

Signed.…………………………………………………………………………………………….

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Date: