



# Ryelands Primary and Nursery School

## Personal, Social, Health and Values Education Policy

### Including Sex and Relationship Education policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

This policy should be read in conjunction with the following documents:

- Safeguarding policy
- Inclusion policy
- Behaviour policy
- Anti-bullying policy
- Equalities policy
- Healthy Schools
- Planning and assessment policy
- Health and Safety policy
- SRE policy
- Online Safety Policy

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<b>Approved by (Headteacher)</b>		<b>Approved by (Governor)</b>
<b>Date:</b>		<b>Date:</b>
Policy Review History		
<b>Date</b>		
<b>Key Changes</b>		
<b>Presented to Governors</b>		

### Ryelands School – Mission Statement

### ***Imagine believe achieve***

*In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.*

*We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.*

*We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.*

At Ryelands we believe PSHE/Values education is fundamental to the development of the whole child. In our school, we value highly the emotional, spiritual, moral and physical welfare of all our children and staff. PSHE/Values education and its links with our other initiatives enable the child's whole wellbeing to be at the forefront of their learning, so they can make informed choices for themselves both inside and outside of school.

Links to other initiatives (schemes and programmes)

- Values Education - our whole school educational philosophy that teaches the children about values they can use to guide their behaviour.
- SCARF scheme of learning covering all PSHE objectives from the PSHE association website.
- Zones of Regulation.
- Thrive Approach.
- Online Safety Teaching and Learning within the Computing subject.

Links to other initiatives (school)

- School Council – children making a difference to our school, by identifying their individual strengths and choosing to be a representative of pupil voice.
- Pupil Subject Leaders.
- Values Heroes Certificates.
- Headteacher awards and special smiles – whereby exceptional behaviour and attitude is recognised on a half termly basis.

Through the initiatives detailed above we aim to empower individuals to be effective learners and good citizens.

## ***Aims***

We aim to:

- Create a positive atmosphere where everyone feels proud to contribute and work together in making our school a happy and safe place;
- Ensure that every child receives the best possible education by providing broad and balanced teaching and learning opportunities and develop the children as active learners;
- Support individuals in being responsible for their own actions, to learn acceptable behaviour and understand right from wrong;
- Encourage individuals to respect and value other points of view in preparation for living in an ever-changing diverse society;
- Deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best;
- Work in partnership with parents and others, to encourage the excitement of continued lifelong learning for all;
- Identify, nurture and celebrate every individual's strengths so that they are confident in building on their achievements and sharing them with others;
- Recognise adults within the school as learners and provide appropriate support to allow them to develop as professionals.

### ***In addition, we are committed to:***

- Promoting equality of opportunity for all;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful racial discrimination or discrimination of any kind.

### ***Identifying the needs of our pupils:***

Ryelands Primary and Nursery School consists of children aged between 3 and 11. For most children currently at school their first language is English. The Indices of Multiple Deprivation 2019 shows that our catchment area is in the 10% of most deprived areas in the UK, ranking 188<sup>th</sup> out of 32,844 areas, with 1 being the most deprived area.

In order to meet the needs of our pupils we;

- Identify all causes for concerns and trends in local data from the Ryelands Health Lancashire School Information Profile (LSIP)
- Identify current national trends and issues in the media i.e. NSPCC campaign
- Identify areas of need from families and parents
- Use the Thrive Online Assessment tool to build action plans for classes, small groups and individuals
- Work closely with outside agencies to give additional support where needed
- Use our therapeutic counsellor to work with children, families and staff

### ***How will it be covered?***

#### Statement of intent

At Ryelands Primary School, it is our intent to provide **all** children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented through the use of the SCARF programme of study. The core themes of our PSHE programme of study focuses on Relationships Education, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Living in the Wider World.

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education (see policy further down) whereby parents cannot withdraw their child from this.

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

The knowledge, skills, concepts and attitudes are planned into all areas of the curriculum

PSHE/Values is taught through:

- Assemblies
- 1-hour lesson, including circle time and class discussions.
- Class discussions when issues arise
- Other subjects/curriculum areas
- Activities and school events such as school visits, visitors in school and school council.

PSHE/Values is most effective when it uses a wide variety of active learning approaches. Active involvement in the life of the school and wider community should help young people recognise and manage risk and take increasing responsibility for themselves and their choices. A supportive school ethos where there are effective relationships between all members of the school community, where pupils play an active part in decision making and where school policies are compatible with what is taught in PSHE/Values is important in providing an appropriate context for the delivery of PSHE/Values.

## **Organisation**

### Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. The aspects covered are:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the individual child. Children take part in circle time and discuss topics and themes that are at their level.

### Key Stage One and Two

In order to achieve the above aims, the curriculum is organised to develop qualities, attitudes, skills, knowledge and understanding by following the learning activities set out in the PSHE programme of study (SCARF) and the Values Education, thus building on previous experiences to ensure continuity and progression.

In addition, we consciously promote PSHE/Values through our creative curriculum and through the quality of learning across the curriculum. The majority of PSHE/Values is integrated throughout our curriculum however; some aspects are taught discretely. Aspects of PSHE/Values are promoted within assemblies and throughout the curriculum.

## **Resources**

The school is committed to continue to build up its resources that incorporate a wide variety of learning styles and that present positive images and reflect the values that we wish to promote.

The school resources should;

- Provide breadth and balance
- Be factually accurate and up-to-date
- Free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

As a school we have registered for SCARF, which follows the guidelines of the PSHE association website. In staff meeting this website has been shown and staff have been shown how to access and use the resources on this website. The school recognises that an important part of PSHE/Values is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation especially those perpetrated by the media.

## **Staff**

All class teachers and PPA teachers deliver the PSHE/Values education within accordance of this policy.

## **Teaching and Learning Styles**

We use a range of teaching and learning styles to meet the requirements of the programme of study.

We place an emphasis on active learning by including children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of our school community events, or the involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes and lessons in such a way that pupils are able to participate in discussions to resolve conflict or set agreed rules for behaviour. We offer the children the opportunity to hear speakers, such as health workers, police, firemen and representatives from the local church, who talk about their role in creating a positive and supportive local community.

Teachers will not influence their teaching of PSHE/Values with personal beliefs or attitudes and will handle sensitively and with respect the beliefs, values and backgrounds of the children. Some teachers may need support and training to deliver the programme and this will be provided by the PSHE/Values Co-ordinator.

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used in ways mentioned above as well as activities including; circle time, role play and discussions. Pupils will be given the opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

All children, including those with SEND, will be able to access the PSHE curriculum, with support, where needed.

## ***Assessment***

Planning and assessment should be carried out in line with the whole school planning and assessment policy. The school's assessment in PSHE/Values aims to:

- Actively involve pupils as partners in the assessment process;
- Involve discussions with pupils about learning objectives and desired outcomes;
- Give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- Be ongoing, diagnostic and inform future learning and teaching;
- Inform parents of children's achievement in PSHE/Values at parents evening and end of year reports.
- Teacher assessments for Thrive- using the Thrive Online Tool as a summative assessment.
- Also there is an annual Online Safety questionnaire which all pupils, staff and parents answer. This is used to inform curriculum, especially with regards to the school's participation in Online Safety Week.

See also planning and assessment policy.

## ***Reporting***

Planning and teaching of PSHE/Values is monitored regularly by both the PSHE/Values coordinators. Training is then identified and provided where necessary. Training will be given for any new initiatives that are introduced. The policy, SMSC ethos and the new programme of study and how PSHE is taught in our school document will be monitored regularly as well as ensuring resources are readily available. Monitoring and reporting is also carried out as follows:

- Learning walks through EYFS, KS1 and KS2
- Monitoring of planning and looking at examples of children's books.
- Through staff meetings and twilights
- Monitoring of progress through the Thrive Online Tool

## ***Support for Pupils***

The school provides access to the following pastoral services with the school including;

- Nurture groups
- Play therapy

- Learning Mentors
- Therapeutic counsellor
- Children's Centre
- Kids Safe
- Zones of Regulation
- Size of the problem
- Thrive Programme.

### ***Parent Involvement***

At Ryelands we are well aware that the primary role in children's personal, social and health education lies with parents and carers. We want to build upon the positive and supporting relationship we have with our parents by developing mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's personal, social and health education policy and practice
- Inform parents about each new Values theme and suggest tasks for them to complete as a family (half termly)
- Answer any questions that parents may have about the education of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for personal, social and health education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- There is a dedicated page on the school website for online safety. This is used to communicate key, current and topical online safety issues to parents. Online safety advice and information is distributed to parents on a half termly basis.
- Each year, parents are encouraged to read through our Online Safety Policy's Acceptable Use Policy with their child.
- Parents have an opportunity to express any Online Safety concerns through the annual Online Safety Questionnaire.
- A half termly Values newsletter is sent out to all parents. In the newsletter are practical ideas for parents to utilise in encouraging the learning of our Values in a home-setting.

### ***Safeguarding***

As there may be sensitive issues raised in PSHE/Values, there may be opportunities for pupils to make unexpected disclosures to staff. All staff are familiar with the safeguarding policy and are aware of who is the designated Child Protection Lead (DSL) and back up DSL. If a disclosure is made or if staff need advice they will consult with the designated leader immediately.

### ***Consultation Policy***

The policy was drawn up in consultation with a working party of representatives of the whole school community. Working party members included teaching staff, support staff, parents and children.

# **Sex and Relationship Education**

Sex and Relationships Education will be compulsory from September 2020. This policy sets out how the school will meet the requirements set out in the statutory guidance.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- PSHE and Values Education Policy
- E-Safety Policy (including Acceptable Use)
- Teaching & Learning Policy
- Science Policy

## **1. What Is Sex and Relationship Education?**

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this. Primary schools may also teach sex education. However, the Department for Education recommends that all primary schools should tailor it to the age and maturity of the pupils. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. Parents are able raise concerns about sex education with the headteacher, if they feel they want their child withdrawn from it.

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

## **2. Principles and Values**

At Ryelands we believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- In our school and community, we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

## **3. Aims and Objectives**

We will teach children about:

- The physical development of their bodies as they grow into adults;
- The process of reproduction and birth as part of the human life cycle: how babies are conceived and born (and that there are ways to prevent a baby being made) and how babies are cared for;
- Identifying the external genitalia and internal reproductive organs in males and females;

- How puberty relates to human reproduction and the physical and emotional changes that happen when approaching and during puberty (including menstruation);
- Respect for their own bodies and other people's bodies
- The importance and diversity of family life within a stable, loving and committed relationship;
- Developing self-respect and empathy;
- The need for mutual trust and respect for the views of other people;
- The importance of gaining knowledge and understanding in order to make informed choices;
- The need to develop good communication and assertiveness skills

#### **4. Organisation**

We teach sex education through different aspects of the curriculum. While we carry out the main relationships and sex education teaching in our PSHE curriculum, we also teach some RSE through other subject areas (Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of their own body and how it is changing and developing. Teachers will not influence their teaching of RSE with personal beliefs or attitudes and will handle sensitively and with respect, the beliefs, values and backgrounds of the children. Some teachers may need support and training to deliver the programme sensitively and this will be sought by the PSHE co-ordinator. PSHE co-ordinator will contact PSHE teacher advisor (Kate Piercy) or other local schools, for staff training.

In Key Stage 1 we follow the guidance material in the scheme of work for Science. We teach the children about how animals, including humans, move, feed, grow and reproduce as well as about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 children learn about life processes and the main stages of the human life cycle in greater depth.

Within our planned PSHE scheme of work there is a steady progression in the development of knowledge, skills and understanding of RSE from the Foundation Stage up to Year 6.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason, we deliver puberty lessons to all children in years 4-6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty, including body odour, mood swings, hair growth, acne and growth spurts.

We liaise with the local health authority, other schools and the RSE school teacher advisor about suitable teaching materials to use. We always teach this with due regard for the emotional development of the children. We inform all parents and carers of the children of the programme of lessons, the issues we will raise and how they are taught and invite them to view any of the materials we use to deliver the programme.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly



sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

The majority of the RSE programme is taught in classes with all genders together. However, on some occasions it is appropriate for the children to be split into separate genders, delivering the same content to both groups of children, but allowing the children to ask and answer questions in the most comfortable forum for them. We believe it is important for genders to learn about each other's bodies, changes and experiences. There will also be opportunities for children to speak to adults on a 1:1 basis to ask personal questions.

## **5. Inclusion**

### *Ethnic and Cultural Groups*

- We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups.
- We encourage parents/ carers to discuss any concerns with the Headteacher.

### *Pupils with Special Needs*

- We will ensure that all pupils receive age appropriate relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. We acknowledge that some children may be transgender and we would ensure that the curriculum is inclusive of children whose experiences may be non-binary.

## **6. The role of parents**

At Ryelands we recognise that some parents may be uncomfortable with the thought of their children receiving relationship and sex education in primary school and we are well aware that the primary role in children's RSE lies with parents and carers. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

We want to build upon the positive and supporting relationship we have with our parents by developing mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's relationship and sex education policy and practice; - before this is taught in the Summer term.
- Answer any questions that parents may have about the relationship and sex education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationship and sex education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Parents have the right to withdraw their child from the sex education part of the relationship and sex education programme, but the reproduction and relationships element is statutory within the National Curriculum and statutory guidance, July 2019. If a parent wishes their child to be withdrawn from the sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **7. The use of visitors**

We encourage other members of the community, such as the school nurse, support workers from 'signposts' and other health professionals, to work with us to provide advice and support to the children with regard to health and RSE programme.

## **8. Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child refers to being involved, or likely to be involved in sexual activity, the teacher will take the matter seriously and deal with it as a matter of child protection. Absolute confidentiality in this respect cannot be given to the child under the Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will discuss these with the Designated Safeguarding Lead who will act on these concerns in line with the Safeguarding and Child Protection Policy.

## **9. Monitoring and Review**

The Curriculum Committee of the governing body and the PSHE Co-ordinator monitors the sex and relationship education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The curriculum committee gives serious consideration to any comments from parents about the sex education programme, and keeps a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSE programme we teach in school.