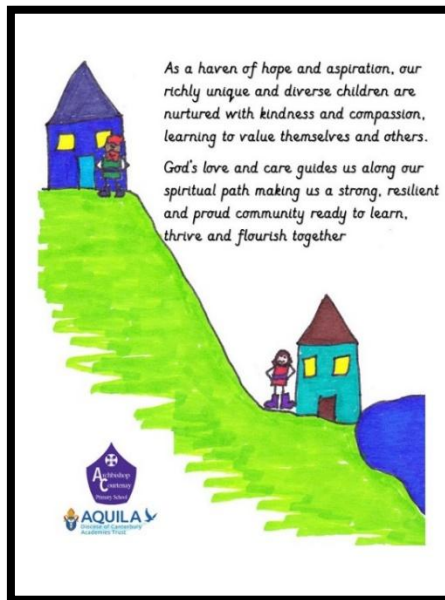


Archbishop Courtenay Church of England Primary School

RSE and PSHE Policy Personal Development and Life Skills Curriculum



Values: Aspiration, Compassion, Respect, Friendship, Resilience

If you can dream it, with God's love you can achieve it

2024-2025

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1. Rationale and Availability

As a haven of hope and aspiration, Archbishop Courtenay C of E Primary School has created this policy in order to cover our school's approach to relationship and sex education (RSE) and the personal, social, health and economic (PSHE) development of our pupils.

RSE guides our unique and diverse children through their physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. PSHE is a necessary and important part of all learner's education. The promotion of learners' personal development, (including their social development) is a fundamental aspect of education and underpins all other learning.

This policy was produced by the PSHE Subject Leader in consultation with staff, pupils and parents and carers. Consultation took the form of surveys, discussions and reviews of the PSHE curriculum. Pupils have been involved in the creation of this policy through pupil conferencing. This policy will be reviewed in 2023.

The policy is available through documentation being readily available to download on the school website. If you require this policy in printed format please contact the school office.

2. Intent

At Archbishop Courtenay Primary School, we nurture our children with kindness and compassion, therefore PSHE education is an embedded part of our broad and balanced curriculum. It is given high priority among both pupils and staff.

We are a community who are guided by our Vision, which reflects a passionate commitment to providing education that nurtures the whole child. Our PSHE curriculum is taught in collaboration with the Christian Values identified for our school: Respect, Compassion, Friendship, Resilience, Aspiration.

Our curriculum prepares our pupils for the opportunities, responsibilities and experiences of life in an ever-changing world. The wellbeing of every pupil is paramount at Archbishop Courtenay to ensure they learn, thrive and flourish together. Pupils are taught the information they need to make decision to live and enjoy a healthy lifestyle. Pupils are encouraged to play an active role in contributing to school life and are given opportunities to develop a clear understanding of the British Values: Tolerance, Rule of Law, Individual liberty, Democracy and Respect.

Pupils are encouraged to respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.

3. Legal requirements and Curriculum

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools. The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. However, the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to KS3. Health Education is compulsory in all maintained primary schools.

PSHE is a non-statutory subject. However, the National Curriculum (DfE, 2014) states that every state funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils and of society. In line with guidance from the DfE, our PSHE programme of study is tailored to reflect the needs of our pupils and adhere to the Christian ethos of our school. We use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education and the importance of physical activity and diet for a healthy lifestyle.

In order to deliver a comprehensive curriculum that ensures the required objectives are taught in a systematic, age appropriate way, we follow a scheme of work which provides an age appropriate curriculum, whilst also reflecting our distinct church of England status (*see overview grid and progression document*). It equips our children with foundational principles, skills, habits and a mindset that will improve their mental health, relationships and academic achievement.

There are five phrases that are part of the HeartSmart programme, called the HeartSmart High Five:

- Don't Forget to Let Love in! - Learning about how important, valued and loved we are.
- Too Much Selfie isn't Healthy! - Exploring the importance of others and how to love them well.
- Don't Hold on to What's Wrong! - Understanding how to choose forgiveness and restore relationships.
- Fake is a Mistake! - How to communicate, tell the truth and be proud of who we are.
- 'No Way Through' isn't True! - Knowing there is a way through every situation.

This curriculum is supplemented by the Growing Up, Growing Wise programme which is used in years 5 and 6 to teach pupils about puberty, relationships, conception and birth.

Occasionally, issues about RSE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and consideration must be given as parents or carers cannot withdraw their children in these circumstances.

4. Creating a Safe and Supportive Learning Environment

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. We will create a safe learning environment through 'ground rules' which are agreed upon within each class and understood by adults and children so children feel respected and supported when sharing their thoughts and ideas.

We will also establish an environment which celebrates children's learning through a PSHE display in each classroom showing pictures and examples of children's work. Our expectation is for Reception and KS1 pupils to work with their class adults to create 'big books' demonstrating their knowledge and understanding, whilst our KS2 children will record their learning in PSHE folder representative of age related expectations.

Safeguarding training is given to all staff to ensure that children will receive appropriate support where pupils indicate that they may be vulnerable and at risk. This policy is informed by the school's safeguarding policy.

Staff members are aware that views around PSHE and RSE-related issues are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support.

In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

5. Entitlement and Equality of Opportunity

RSE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE and PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

6. Intended Outcomes

Our curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively and how money plays an important part in people's lives
- An understanding of enterprise.

7. Involving Parents and Carers

As a strong and proud community, Archbishop Courtenay Primary School recognises the role of parents in the development of their children's understanding

about relationships is vital. Parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

We appreciate the sensitivity and concerns some parents may feel towards RSE and, therefore, we will share the materials we use in the school. The school believes that it is important to have the support of parents, carers and the wider community for the HeartSmart PSHE programme. Parents and carers will be given the opportunity to find out about and discuss RSE curriculum.

Parents and carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those wishing to exercise this right are invited in to see the headteacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Parents and carers cannot withdraw from any aspect of Relationships and Health Education lessons covering the changing adolescent body (puberty).

8. Monitoring

All teachers are responsible for delivering the PHSE Curriculum in line with this policy. The PSHE Subject Leader will monitor and evaluate the effectiveness PHSE and RSE across the school alongside senior leaders and governors.