

St. Paul's C of E Primary School

Documentation Information and Control

Personal, Social, and Health Education (PSHE) and Relationships and Sex Education (RSE) Policy

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Reference to other documents:	Child Protection Policy Computing Policy Drugs Policy e-Safety Policy Physical Education Policy Safeguarding Policy Science Policy Spiritual, Moral, Social and Cultural Development Policy Understanding Relationships and Health Education in your Child's Primary School: A Guide for Parents, <i>DfE</i> , 2019, updated 2020 Engaging Parents with Relationships Education, <i>DfE</i> , 2019 Teaching About Relationship, Sex and Health, <i>DfE</i> , 2020 Plan Your Relationships, Sex and Health Curriculum, <i>DfE</i> , 2020 Teacher Training: Respectful relationships, <i>DfE</i> , 2020 Teacher Training: Online Relationships, <i>DfE</i> , 2020 Statutory Framework for the Early Years Foundation Stage 2021

Equality Act, 2010

The Equality Act 2010 and Schools, *DfE*, 2014

Public Sector Equality Duty Guidance for Schools in England,
EHCR, 2014.

Personal, Social, and Health Education (PSHE) and Relationships and Sex Education (RSE) Policy

Philosophy looks for answers, theology finds them.
John Flavel

1. Rationale

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which each pupil is motivated to acquire both skills for life and a love of learning.
- 1.3 St Paul's School shall promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the experiences, opportunities, responsibilities, and relationships of life.
- 1.4 PSHE and RSE provision in St Paul's School shall support our pupils to develop into caring and considerate adults who treat others well, who have a strong sense of self-worth, who look after themselves (physically, emotionally, and mentally), and who take care of others.
- 1.5 Our pupils shall be encouraged to develop a sense of responsibility for themselves, other people, the school, the local environment and the world, and to appreciate and respect others who differ from them.
- 1.6 In order to ensure a broad and comprehensive curriculum for PSHE and RSE is provided within the school it is split into three sections:
 - (1) Health and Well-being
 - Ourselves - growing and changing
 - Keeping safe
 - Physical and mental well-being

- (2) Relationships
 - Respecting ourselves and others
 - Families and friendships
 - Safe relationships
- (3) Living in the Wider World
 - Belonging to a community
(rules, laws, freedoms, responsibilities, rights, caring for others, protecting the environment, challenging stereotypes, valuing difference and diversity)
 - Media literacy and digital resilience
(using digital devices, online safety, protecting identity, understanding how data is used, assessing information online, relating media sources)
 - Economic wellbeing: money and work
(jobs in the community, looking after money, budget choices, jobs and skills, career aspirations, attitudes to minor, financial risk)

1.7 The Christian ethos of the school encourages and affirms self worth and the valuing of all individuals, and provides the framework in which sensitive issues shall be discussed.

1.8 Paragraphs 19-22 of the DfE RSHE Guidance (2019 updated 2020) permit schools with a religious character to teach a distinctive faith perspective on relationships. As a school established in 1862 to provide an education within a biblical Christian ethos, St Paul's shall avail itself of that privilege and shall ensure that issues which are deemed contentious are addressed with care in a balanced manner that will enable pupils to clearly understand what the law does and does not allow in respect of relationships. It is recognised that the law of the land and the law of God may not be the same.

1.9 This policy includes a brief summary of biblical teaching in respect of relationships and sex for the benefit of pupils, staff, and the parental community.

- 1.10 The curriculum provision of the school shall seek to promote academic excellence and to develop moral character.
- 1.11 Because humanity was created by God in his image, all people are of equal value and worth. Irrespective of difference, all pupils, parents, staff, and visitors shall be loved, respected, valued, and encouraged to flourish according to will of God.
- 1.12 The teaching and learning experience provided in St Paul's School shall enable the pupils to be critical and inquiring thinkers who pursue truth. They shall be taught to be respectful and tolerant of, rather than indifferent to, those with whom they differ. They shall be encouraged to mature and be law-abiding, God honouring, and purposeful young people who make a productive contribution in a democratic country in which free speech and other options are respected.
- 1.13 PSHE and RSE) are important elements of an education that seeks to foster wholesome human flourishing. This policy sets out how the curriculum provided protects and safeguards pupils who shall be provided with an age-appropriate knowledge of their bodies, the human life-cycle, human emotions, acceptable behaviours, and respect for other people irrespective of difference.
- 1.14 The governors recognise their legal duty to protect the health, safety and welfare of all pupils.
- 1.15 The school shall be mindful of the interests of all pupils, foster good relations, tackle prejudice, and promote understanding between those whose opinions differ.
- 1.16 The DfE guidance for schools in England states that:
Many people's views on sexuality and sexual activity are themselves grounded in religious belief. Some schools with a religious character have concerns that they may be prevented from teaching in line with their religious ethos. Teachers have expressed concerns

that they may be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. There are also concerns that schools with a religious character may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.

Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education, then schools should not be acting unlawfully.

However, if a school conveyed its belief in a way that involved haranguing, harassing or berating a particular pupil or group of pupils then this would be unacceptable in any circumstances and is likely to constitute unlawful discrimination.

Where individual teachers are concerned, having a view about something does not amount to discrimination. So it should not be unlawful for a teacher in any school to express personal views on sexuality provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others. (*The Equality Act 2010 and Schools*, DfE, 2014, paragraphs 3.29-3.32).

- 1.17 This policy shall ensure that pupils receive high-quality, evidence-based, and age-appropriate teaching on relationships, sex, and health and thus enable the school to promote the spiritual, morale social, cultural, mental and physical development of the pupils.
- 1.18 It is acknowledged that the school is required by law to provide education on the topics it covers which is also appropriate to the religious background of the pupils.
- 1.19 This policy recognises that God made mankind, male and female, uniquely in his image, equal in value and dignity yet distinct, to enjoy and glorify him, and to work in and care for his creation. God gave to the first man and woman complementary roles. The physical and procreative differences that distinguish males and females are integral to God's good purpose for mankind. Ultimately human flourishing is dependent upon mankind knowing God.
- 1.20 Teachers must establish appropriate and consistent ground rules with pupils that ensure that personal comments, the naming of individuals, or the making of personal disclosures about another person or other people are not allowed.
- 1.21 Teachers must exercise discretion and wisdom when responding to questions. Care must be taken to assess whether a question should be answered to an individual or to a whole class.
- 1.22 The school Safeguarding policy and procedures must be followed should a pupil indicate that he or she has been exposed to sexual activity or is sexually active.
- 1.23 The content of the lessons must be made accessible to all pupils, including those with Special Educational Needs and a Disability (SEND).

2. Relationships Education

2.1 Aim

- (a) In St Paul's School pupils will be taught:
 - (1) the nature of marriage and its importance for family life and the bringing up of children
 - (2) safety in forming and maintaining relationships;
 - (3) the characteristics of healthy relationships; and
 - (4) how relationships may affect physical and mental health and well-being.
- (b) The focus will be on relationships with family, friends, children and adults. It will not be on sexual relationships.
- (c) Without prejudice to the distinctive character of the school as an educational establishment within which pupils will be informed of God's will for humanity in respect of relationships, marriage, healthy living and sex. Relationships Education will incrementally and appropriately cover over the full range of primary school years the five required themes of:
 - (1) Families and those who care for us,
 - (2) Caring Friendships,
 - (3) Respectful Relationships,
 - (4) Online Relationships, and
 - (5) How to be Safe.

2.2 Curriculum Content

- (1) *Family and those who care for me*

Pupils will be taught:

- 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 families of other people may look different from their family, and to respect those differences and know that other children's families are also characterised by love and care;
- 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; and
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

(2) *Caring friendships*

Pupils will be taught:

- 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 toward 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 strengthened, and that resorting to violence is never right; and
- 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.

(3) *Respectful Relationships*

Pupils will be taught:

- the importance of respect for others, even when they are very different (e.g. physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs;
- practical steps that can be taken 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 it links to personal happiness;
- that in and out of school they can expect to be treated with respect by others, and in turn should show due respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of it, responsibilities of bystanders (primarily to report it to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive; and
- the importance of seeking permission-and giving in relationships with friends, peers and adults.

(4) *Online relationships*

Pupils will taught:

- that people sometimes behave differently online, e.g they may pretend 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 even when we are anonymous;
- the rules and principles for keeping oneself 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 being aware of the risks associated with people they have never met; and
- how information and data is shared and used online.

(5) *How to be Safe*

Pupils will be taught:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about 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; and
- where to get advice e.g. family, school and / or another source.

3. Sex Education

- 3.1 Sex education in St Paul's School shall include informing pupils of the plan, given by God at creation and described in the Bible, which teaches that sexual intimacy with another is to be reserved for and enjoyed within the context of a marriage of a man and a woman.
- 3.2 The Governing Body recognises that sex education requires careful and sensitive handling, especially with the children of those who choose St Paul's School for the education of their child(ren) but do not follow the teaching of the Bible.
- 3.3 The Governors recognise the right of parents or carers to withdraw their children from the programme.

3.4 Sex education in St Paul's School shall be provided:

- (1) to help pupils see, understand, and marvel at the purposes of God in creating mankind male and female;
- (2) to help pupils understand the physical and emotional changes that take place at puberty;
- (3) to help the pupils develop a sense of self worth;
- (4) to help pupils develop good relationships with peers, within their family, and with others; and,
- (5) to promote the emotional, spiritual, moral, social, and cultural development of the pupils.

3.5 The Head Teacher will write to the parents / carers of pupils in years 5 and 6 prior to the delivery of sex education to enable them to discover the content of the teaching to be given.

4. Health Education

4.1 *Aim*

- (a) The main focus of Health Education in St Paul's School will be on teaching pupils in a sensitive and age-appropriate way about benefits and characteristics of good physical health and mental well-being.
- (b) Without prejudice to the distinctive character of the school as an educational establishment within which pupils will be informed of God's will for mankind in respect of healthy living, Health Education will incrementally and appropriately cover over the full range of primary school years the eight required themes on:
 - (1) Mental Well-being
 - (2) Internet Safety
 - (3) Physical Health and Fitness
 - (4) Healthy Eating
 - (5) Drugs, Alcohol and Tobacco
 - (6) Health and prevention
 - (7) Basic First Aid, and
 - (8) the Changes to the Body during Adolescence.

4.2 Curriculum Content

(1) Mental Well-being

Pupils shall be taught:

- 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;
- 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); and that
- 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.

(2) *Internet Safety*

Pupils shall be taught:

- 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; and
- where and how to report concerns and get support with issues online.

(3) *Physical Health and Fitness*

Pupils shall be taught:

- 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); and
- how and when to seek support including which adults to speak to in school if they are worried about their health.

(4) *Healthy Eating*

Pupils shall be taught:

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals; and
- 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).

(5) *Drugs, Alcohol and Tobacco*

Pupils shall be taught the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

(6) *Health and Prevention*

Pupils shall be taught:

- 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 • 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 hand washing; and
- the facts and science relating to allergies, immunisation and vaccination.

(7) *Basic First Aid*

Pupils shall be taught:

- how to make a clear and efficient call to emergency services if necessary; and

- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

(8) *Changes to the Body during Adolescence*

Pupils shall be taught:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; and
- about menstrual wellbeing including the key facts about the menstrual cycle.

5. Teaching PSHE and RSE in St Paul's School

5.1 The class teachers will deliver PSHE and RSE.

5.2 Lessons will be timetabled each week and follow a curriculum which includes opportunities to develop knowledge, skills and understanding.

6. Parental Consultation

6.1 The governors and staff of St Paul's School recognise that the delivery of PSHE and RSE within the school requires an open, productive, and respectful relationship with the parents and carers of pupils.

6.2 St Paul's School shall ensure that parents and carers of pupils shall know the content of RSHE that is to be taught. They shall also be informed that the statutory guidance does not allow the removal of a pupil from the Relationships (*summarised in section 2 above*) and Health (*summarised in section 4 above*) strands of this subject.

6.3 The school shall also inform parents and carers of pupils when RSHE shall be taught.

6.4 The school shall ensure that all parents and carers are informed of their right to withdraw their child(ren) from all or part of the sex education strand (summarised in section 3 above) of RSHE teaching in St Paul's School.

7. The Monitoring and Evaluation of RSHE in St Paul's School

7.1 Monitoring

Teaching and learning in PSHE and RSE shall be monitored by the PSHE subject leader and members of the Senior Eldership Team. It shall involve lesson observation, scrutiny of work, and talking to pupils. Teaching provide by an external provider, such as the Northumbria Police, shall be monitored by members of the Senior Leadership Team.

7.2 Evaluation

The PHSE subject leader and the Senior Leadership Team will evaluate the impact of the teaching of PSHE and RSE. The Curriculum Committee will receive regular reports on the impact of the teaching and learning of PSHE and RSE and review the policy and curriculum and provide the governors with recommendations as and when appropriate.

8. Review

8.1 A draft of this policy was given to parents / carers in July 2020 with a request that comments about it be made known to the Head Teacher before the production of a final draft.

8.2 Comments were received over the summer of 2020 and the policy was amended to include paragraphs 1.17 - 1.20 and 3.5.

8.3 The governors shall review this policy every year.