



**St Luke's C of E Primary School**

**PSHE Policy  
(including SRE Policy)**

**September 2018**

**School Mission Statement**

**We believe in God the father and salvation through our Lord Jesus Christ.**

We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout our school.

We seek to go 'the extra mile' with our children, our families, our staff and our community. (Matthew 5:41)

We are committed to achieving academic excellence with all our children and to removing any barriers to learning.

We ask for God's guidance, protection and blessing on this place and give him the glory for all the wonders he performs here.

### **St Luke's PSHE Policy September 2018**

#### **Summary**

This policy is intended to state St Luke's C of E Primary School's approach to PSHE. This policy includes a specific policy on Sex and Relationships Education (SRE).

#### **Introduction**

Personal, Social, Health and Economic (PSHE) Education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils achieve their academic potential, and leave school equipped with skills they need throughout later life.

At St Luke's Primary School, the PSHE programme of study is underpinned by the school ethos of 'going the extra mile'. PSHE promotes the personal wellbeing of the pupils and also citizenship of the wider world. The programme of study has been developed using Islington Primary Scheme which has been adapted by the Leeds Healthy Schools Team, with input from the local community police, the family support worker and members of the safeguarding team. Pupils cover a wide variety of topics relevant to both their age group and issues affecting the local, and wider, area.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and enhance self-confidence. PSHE is guided by the values of,

- 'Going the extra mile'
- Honesty
- Kindness
- Trust
- Responsibility
- Friendship

- Self-control
- Empathy
- Respect
- Tolerance

All schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive PSHE and SRE programme of study can have a positive impact on pupils' health, wellbeing and ability to achieve, and can play a vital role in meeting these obligations.

### **Statutory Guidance**

The Government's statutory safeguarding guidance for schools: Keeping children safe in education; statutory guidance for school and colleges (Sept 2016) states that: 'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE)'.

The National Curriculum (September, 2014), states that all schools:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils
- must promote the spiritual, moral, social, culturally, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- should make provision for personal, social, health and economic education (PSHE) drawing on good practise.

### **Aims of St Luke's PSHE Curriculum**

St Luke's PSHE ethos and curriculum fulfils its responsibilities to

- promote the physical, social, and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion and tolerance;
- develop learner's self-esteem to make informed choices and decision, and sense of personal responsibility;
- provide pupils with skills needed for successful relationships;
- ensure pupils have an understanding of their own and other' rights;
- equip learners to live safe, healthy lives;
- promote self-respect, respect for others and celebrate diversity;
- prepare pupils to take responsibility for and accept the consequences of their own actions;
- prepare learners for the challenges, choices and responsibilities of work and adult life;
- know how to access help and support;
- achieve the aims of the whole curriculum.

## **PSHE Scheme of Work**

Our PSHE scheme of work meets the specific needs of the school community as we address;

- E-safety
- Drugs, Alcohol and Tobacco Education (DATE)
- Physical health and Wellbeing
- Mental Health and Emotional Wellbeing
- Identity, Society and Equality
- Economic Wellbeing
- Keeping Safe and Managing Risk
- Sex and Relationship Education (SRE)
- Domestic Violence
- Female Genital Mutilation (FGM)
- Tolerance of Diversity (PREVENT Material)
- Grooming
- Road Safety
- Health and Lifestyle Choices

## **Planning of PSHE**

**Long Term Planning** – Based on the Leeds Scheme ‘You, Me and PSHE’. See PSHE Coordinator Planning File for overview of topics.

**Medium Term Planning** – available in year group curriculum overviews. See PSHE Coordinator Planning File.

**Short Term Planning** – This details the PSHE activities that take place on a weekly basis. Planning is available to teachers to tailor to specific needs of pupils in the class.

Class Teachers plan for PSHE, with guidance to topics, resources and lesson ideas from the PSHE Co-ordinator. Planning usually takes place in year groups. Teachers acknowledge the importance of inclusion and plan for a range of attainment within a year group. This is achieved by setting different tasks within a session, support from extra staff and using a variety of resources.

## **Implementation of PSHE at St Luke’s**

The aims of PSHE are inextricably linked with the ethos of our school and are woven into the curriculum and attitudes of our staff. Explicit PSHE teaching also takes place, where

- All pupils receive weekly explicit PSHE lessons, and also receive lessons that have PSHE implicitly contained within them.
- PSHE is also delivered in Science lessons, for example, learning about bodies.
- The Leeds PSHE Programme of Study ‘You, Me and PSHE’ has been adopted and continually reviewed and adapted to meet the needs of our pupils.

- Teachers, and other members of staff (usually members of the Safeguarding Team), regularly address important issues that are raised pastorally or are of significant interest in the local, or wider, area. Appropriate training is given to staff members delivering these lessons.
- Pupils regularly contribute to local and national initiatives e.g. Children in Need, Save the Children, St Luke's Cares, Comic Relief.
- Pupils are elected to stand as School Ambassadors and are encouraged to express their opinions.
- SEAL materials and themes maybe incorporated into PSHE lessons.
- A wide variety of school clubs promote confidence, friendship, team work, tolerance and diversity.

### **British Values Statement**

Democracy is an important value at our school. We believe everybody has a voice and it should be heard. School Ambassadors are chosen to represent the school body and ask for pupils feedback. The Ambassadors meet regularly with a member of staff and share views and opinions from the children. In daily lessons, children are encouraged to voice their views and be accepting of others. Students are given different situations throughout the year where choices are offered and the majority will carry the vote.

The Rule of Law is followed and explained to children that people living in Britain are subject to laws and these need to be followed both in and out of school. Children know there are consequences to breaking the laws and they are there for our protection. Class and school rules are established and explained and enforced consistently. Throughout school rewards and sanctions are clear and bring about positive behaviour. Outside agencies visit the school e.g. police, to promote rules of law and safety.

Individual Liberty is encouraged as children are supported in their learning to make safe choices. Students are empowered through the development of self-esteem, knowledge and self-confidence. Students show independence in their learning and are encouraged to think for themselves. Students are encouraged to exercise their responsibilities and are advised how to do this safely e.g. through e-safety teaching and assemblies.

Mutual Respect is at the heart of our ethos at St Luke's, in PSHE, RE and the wider curriculum. Children learn that their behaviour affects their own rights and the rights of others. Children are expected to treat others, both children and staff, and the school property, with respect.

Tolerance. We aim to achieve this by enhancing children's understanding of the diverse communities in which they live. Visitors of different faiths visit the school and RE lessons include teaching on different faiths.

### **Monitoring and Evaluation**

The PSHE Curriculum is monitored on a regular basis by the PSHE Coordinator, who examines pupils' work and monitors classroom practise and planning. The PSHE

Coordinator talks to pupils to gain an understanding of their skills and understanding of the topics covered. The PSHE Policy is reviewed and updated every two years by the PSHE Coordinator, unless legislation changes, then it is updated immediately.

### **Assessment and Recording**

Teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves;

- Assessing all the children's starting point in reference to a specific topic in the first lesson. A pre topic assessment activity is completed and repeated at the end of the unit to demonstrate understanding and progress made. Planning is built upon children's prior knowledge, showing progression in PSHE learning, not literacy learning.
- Using self and peer assessment to involve children in understanding their own learning and the next steps.
- Encouraging children to feed back to class teachers which aspects of a topic they would like to learn more about.
- Completing a self-reflection sheet at the end of the topic to encourage self-evaluation and reflection of learning.

Staff use ongoing, informal assessments to identify the needs of individual pupils. On occasions, a pupil is referred to the Behaviour Support Manager for intervention. This maybe for self-esteem issues, attendance, behaviour etc. This assessment happens incidentally during classroom activities through observational teacher judgement which informs the planning of the pupil's future activities and needs. This information is shared between year group as the pupils move through school so progress is evident.

### **Special Educational Needs**

All classes consist of pupils of varying abilities and needs, and our classroom practice ensures that most of these needs can be met within the organisation of groups and staff. However, when a child has a specific additional need, support is agreed and put into place in conjunction with the SENCO.

### **Equal Opportunities**

Staff set high expectations for PSHE. Each topic accesses a wide variety of activities to ensure that pupils have opportunities to participate fully and effectively. Staff ensure that lessons are appropriately adapted for pupils with additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for who they are, and for the contributions they make. Care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

Specific action is taken by staff to provide learning that is accessible to pupils' diverse needs. This includes:

- Creating an effective and safe learning environment within the setting
- Setting suitable learning challenges for all children.

- Providing extra support for those who need it with communication, language and literacy
- Providing a rich learning programme by using different media and multisensory approaches
- Ensuring tasks and materials are personalised where appropriate

### **Working with Parents**

Government directives state the importance of working with parents/carers for the personal, social and academic achievements in children. Therefore it is important that parents/carers support what we are doing. We encourage parents/carers involvement in many ways, which include, newsletters, many parent groups, parent workshops, twitter updates. We make sure that governors are kept up to date and consulted about developments.

### **ICT in PSHE**

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning as it develops. Children can also use IPAD's to record their own learning.

### **Confidentiality**

(Please refer to the Child Protection Policy)

At St Luke's we aim to promote an environment where everyone feels safe, happy and secure within a community whose values are built on mutual trust and respect for all. This part of the PSHE policy focuses on Sex and Healthy Relationship Education Guidance.

### **What is Sex and Relationship Education and why do we teach it at ST Luke's?**

Sex and Relationships Education (SRE) is lifelong learning about physical, moral, emotional development and well-being. It is the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to our bodies. SRE also encourages the acquisition of skills and attitudes which allow pupils to manage their lives in a responsible and healthy way. The Sex and Relationship Education is shared with parents to maintain open and supportive home/school relationships.

Sex Education is part of the Personal, Social, and Health Education in our school. While we inform children about sexual issues e.g. growing up and puberty, reproduction and where babies come from, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. We do not use Sex Education as a means of promoting any form of sexual activity.

The main elements our SRE are;

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

(SRE Guidelines, DfES 2000)

Effective sex and relationship education is essential if children and young people are to make and sustain meaningful relationships. We want children to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe. It is for this reason we have adopted a spiral curriculum that helps to deliver SRE across the whole school.

### **Statutory Guidance for SRE**

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well planned programme of sex and relationship education during their time at school. The school is mindful of its obligation to;

- Publish a Sex and Relationship Policy and make it available for inspection to parents;
- Ensure all teaching materials are age appropriate;
- Teach all aspects of Sex Education included in the National Curriculum Science Programme of Study;
- Inform parents of their right to withdraw their children from non-statutory SRE elements of the curriculum.

### **Aims of St Luke's SRE Curriculum**

When planning SRE, teachers take account of age, maturity and the needs of the pupils. We teach SRE in the belief that all pupils should;



- Manage emotions and relationships confidently and sensitively with self-respect and empathy
- Develop feelings of self-esteem, self-confidence, sympathy and empathy
- Use anatomically correct terms at all age groups
- Have confidence to be participating members of society and value themselves and others
- Develop decision making skills, to help them make sensible, informed choices and take responsibility for their own actions
- Develop respect and care for their bodies
- Are prepared for puberty
- Cope with loss at the end of a relationship
- Understand reproduction
- Understand the importance of health and hygiene
- Understand physical and emotional development at appropriate stages
- Develop and use communication skills to cope with the influences of their peers and the media
- Avoid and do not initiate exploitation and abuse.

### **Statutory SRE elements of the National Curriculum**

As of September 2014, the National Curriculum sets out the statutory Science elements to be taught in each Key Stage.

#### Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Key Stage 2

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

### **Non-Statutory SRE elements of the ST Luke's SRE Curriculum**

Our Sex and Relationship Education begins at Foundation Stage and is built upon each year to Year 6. We want our pupils to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about healthy relationships. Ofsted

made it clear in their 2013 Not Yet Good Enough Report, that SRE can be ‘too little, too late and too biological’. At St Luke’s, we begin our teaching at Foundation Stage and seek to develop an atmosphere of trust, respect and openness with our children with age appropriate material and teaching.

See PSHE Co-Ordinator for SRE Year Group Planning.

### **Development of SRE at St Luke’s**

This policy was drafted by the PSHE Leader. Teaching staff and non-teaching staff were consulted for their input and comment. This policy has been approved by the Governing Body and will be reviewed by the PSHE Co-Ordinator every two years.

### **Staffing for the delivery of SRE lessons**

The Co-ordinator, together with the Head teacher, has a responsibility for supporting the members of staff in the implementation of this policy. The PSHE Co-ordinator monitors and supports effective delivery of the SRE curriculum. Class teachers deliver the SRE Scheme of Work. Where appropriate, recommended outside speakers are used, e.g. Shine Project, Kidz Club. When the SRE lessons are delivered, it is recommended that two members of staff are present at all times.

### **Language**

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles may be discussed if appropriate; this will surround discussion about what is and isn’t acceptable language to use. A list of acceptable vocabulary will be shared with parents before it is delivered in class through a curriculum leaflet and will be available at the end of this policy which is published on the school website.

### **Answering Difficult Questions**

We acknowledge that sensitive and potentially difficult issues may arise in SRE as children share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum for SRE. As a first principle, we will answer questions relating to the taught and planned curriculum for the age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way. This may be through individual work or discussion with the child.

If a member of staff is uncertain about how to answer the question, they will seek guidance from the PSHE Co-Ordinator or Safeguarding Team. Agreed phrases may be used to answer difficult questions, for example, “I can only answer questions on the content of this lesson”, or “that is something we may cover later on” or “I can’t answer that question, but you could ask your parents”.

If the staff member is concerned, they can refer to the Head teacher who can discuss the matter with the parent or follow appropriate procedures. All Key Stage 2 classes have an ‘Question Box’ in their classroom during the half term in which they are taught SRE, so they can ask difficult questions anonymously.

### **Ground Rules for SRE lessons for Staff**

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box
- Staff will prepare answers to the questions before the next session, deciding the most appropriate way to follow up with the answer
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at the risk of abuse, they will follow children protection procedures
- Staff will ensure that personal beliefs and attitudes will not prevent them from providing balanced SRE in line with the policy and agreed curriculum
- Staff will tailor lessons to ensure that all pupils can access the SRE Curriculum, whatever their belief, faith, culture, ability, including those with special educational needs.

### **Ground Rules for SRE in the Classroom**

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of SRE. To this end we have agreed a set of SRE ground rules, in addition to the PSHE ground rules already established in the classroom. These can be developed in the first SRE lesson and are non-negotiable rules for discussions related to SRE.

- We will not gossip about the lesson, but will talk to someone we trust if we feel we need to get help.
- It is not OK to ask personal questions of each other, or our teacher.
- We will try to only ask questions that relate to what we are learning in this lesson.
- We will use anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations and backgrounds.

### **Overview of SRE Curriculum**

Foundation: Making Friendships, Developing Self-confidence, Managing Feelings

Year 1: Friendship and Belonging to a group, Respecting Difference, What does family mean to me? Public/Private Body parts (NSPCC Pants Up)

Year 2: Stereotyping, Human Lifecycle, Caring for those who are older

Year 3: Human Lifecycle, Challenging stereotypes, Bullying, Having a new baby at home

Year 4: Public/Private body parts, Keeping clean, Growing up and setting goals, worries about growing up, Human Lifecycle (change is at different rates and times)

Year 5: Building Relationships, Naming Body Parts, Menstruation and Wet Dreams, Changing Feelings and how to deal with them, Any questions? Where can I get help and Advice?

Year 6: Challenging gender stereotypes in society, Building an intimate relationship, Sexual Intercourse to make a baby, Pregnancy and Birth, Being a Parent, Any questions, Where can I get help and Advice?

### **The Role of Parents**

At St Luke's, we are aware that the primary role in providing children with Sex and Relationship Education lies with parents and carers. In keeping with our school ethos, we

seek to build positive and supporting relationships with parents through mutual understanding, trust and co-operation. In promoting this value we;

- Inform parents about the school's SRE curriculum via a user friendly curriculum leaflet, explaining what we cover in the topic,
- Answer any questions parents may have about the sex and relationship education of their child,
- Take seriously any issue that a parent/carer may raise with teachers or governors about this policy or the arrangements for SRE in school,
- Encourage parents to read the SRE Policy on the school website and speak to us so we can support parents as necessary,
- We believe that through mutual exchange of knowledge and information, children will benefit from being consistent messages about their changing body, their increasing responsibilities and keep themselves safe.
- Parents are informed of the SRE teaching before it commences. It is intended that parents can be prepared for questions at home once the teaching has begun.

### **Right to Withdraw**

Parents have the right to withdraw their child from all or part of the Non Statutory SRE programme. If a parent expresses a desire for their child to be withdrawn, they should discuss it with the class teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will comply with the wishes of the parent. The school will provide materials that can be shared together at home if requested.

### **Confidentiality and Safeguarding**

Teachers conduct SRE lessons in a sensitive manner. Pupils will be made reminded that talking in the classroom is never confidential so when asking and answering questions, we ensure that sharing personal information by adults and pupils is discouraged. However, if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates they may have been a victim of abuse, this will be dealt with in line with our child protection policy. The teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Safeguarding Team, who will act in line with the Child Protection Policy.

### **SRE and Special Educational Needs**

As an inclusive school, all children have access to the same lessons. In certain circumstances, it may be that certain areas may be delivered in a small group, or individually, where appropriate. Children with EAL will be supported to access the curriculum.

### **Menstruation**

Linked to our education about puberty, will be the preparation for girls to cope with menstruation. Sanitary products are available within school at the office if needed and

disposal units are situated in the hygiene suite. If requested when changing for PE, pubescent children have the option of using toilet facilities.

**Monitoring and Evaluation**

The delivery of this programme is monitored by lesson observations, team teaching, discussions with pupils and feedback from teachers. See also Monitoring and Evaluation of PSHE.

**Assessment and Recording**

This is carried out as per the Monitoring and Assessment of PSHE. SRE lessons have their own pre and post topic questionnaires to assess learning and progress.

SRE Vocabulary in Year Groups

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Private area	Stereotypes Life cycle Boys Girls	Stereotypes Life cycle Bullying	Stereotypes Life cycle Male Female Hygiene Puberty	Male Female Puberty Menstruation Wet Dreams Breasts	As Year 5, but also include:  Gender Stereotypes

			Private area	Chest Vagina Penis Testicles Pubic hair Nipples Scrotum Vulva Vagina Cervix Ovaries Foreskin Anus Urethra Fallopian tube Womb Bladder	Consent Sexual Intercourse Conception Baby
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