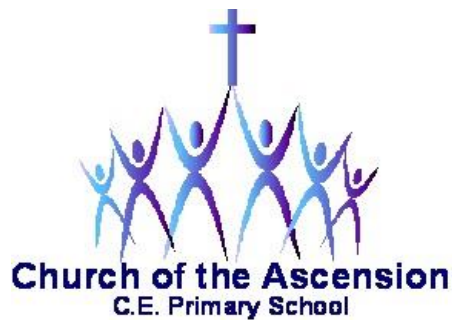


Church of the Ascension CE Primary School PSHE Policy



Learn with Love, Flourish in Faith

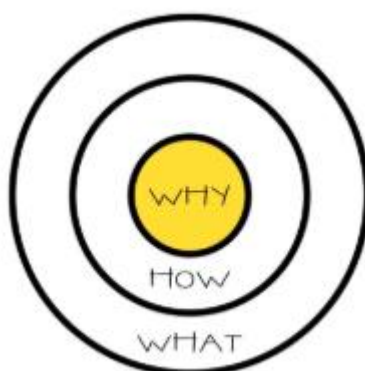
Do everything in love (1 Corinthians 16:14).

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

Curriculum Drivers:

Resilience: • Developing sense of self and ownership of actions. • Considering and reflecting on the contributions of others. • Building self-esteem and self-worth.	Independence: • Developing as healthy, confident and independent members of society. • Contribute confidently with justification. • Be able to keep yourself safe. • Be able to keep others safe. • To be able to ask for help and support.
Aspiration: • Positive contributions to school life. • Personal choice of how and when to respond.	Appreciation: • Appreciation of benefits and risks of online and offline world. • Living safe and healthy lives. • Appreciation of diversity. • Listen carefully and respectfully to the thoughts and opinions of others. • Respond appropriately and respectfully to the thoughts and beliefs of others.

Our Approach to the Teaching and Learning of PSHE



Subject Intent

'A curriculum for life.'

Why do we do what we do in this subject (aims)?

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Through our Personal, Social and Health Education (PSHE) curriculum which includes the statutory components of Relationship and Health Education and the non-statutory component of Sex Education, we aim to support each child's spiritual, moral, social and cultural development (SMSC).

We aim to offer a curriculum in which our children will develop the knowledge and skills to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the School Council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Resilience

A resilient member of our school can persevere and navigate through challenging social situations with their peers and learning opportunities within the classroom. They choose the appropriate action at the appropriate time and know they can identify a trusted adult if needed. They realise that challenging times are a learning opportunity and they can overcome this through their perseverance, having gained new skills to better their learning and themselves as the outcome. They use our core value of forgiveness to forgive others and themselves for their actions helping those involved move on.

Independence

An independent member of our school community can contribute to classroom discussions and social activities with confidence and justification. They use our five Bs (brain, board, book, buddy, boss) to be independent learners and they use the tools and their peers in the classroom first before turning to teaching staff for help. This will allow them to problem solve beyond school.

Aspiration

An aspiring member of school will want to aspire for higher, through the learning of the Individual contributions they can make whether that is in the classroom, on the playground, to the wider life of the school or the world and beyond their time with us. They will self-reflect on how they can achieve what they would like to in school and beyond and aspire others when faced with challenges that society has created such as stereotypes.

Appreciation

Members of our school community show an appreciation of what it means to live a safe and healthy life through their actions online and offline, and they understand the impact this can have on themselves and others around them. They appreciate the diversity all around them and how this contributes positively to their lives and the wider world. They understand they don't always have to share the same opinion, thoughts and beliefs as others, but they must listen carefully and be respectful of those differences. They appreciate the environment that they learn and live in, share ideas through the Eco Council on how to look after their environment and they implement these ideas to preserve the environment for all living things.

Subject Implementation

PSHE at Church of the Ascension Primary School will follow the PSHE Association Scheme of Work and Programme of Study. Guidance and resources that are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The Programme of study covers all of the required statutory objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World.

Lessons are planned and delivered in a variety of ways to ensure that children can access and participate in lessons covering the above areas. These include weekly PSHE lessons, whole school assemblies, class topics, circle time activities and School Council. Pupils also receive stand-alone education sessions delivered by a professional.

Pupils may have varying needs regarding PSHE depending on their circumstances or particular needs. The school will take into consideration: gender, ethnical and cultural diversity, varying home backgrounds, sexuality and special educational needs.

Some areas of PSHE are taught within the context of family life. Staff will take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

RSE (Relationship and Sex Education) is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

The guidance recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. The government say; 'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.'

In Year 6, primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived

For more information about our curriculum, see our curriculum map in Appendix 1.

For more information on our puberty and sex education curriculum, see our curriculum map in Appendix 2.

Common Values Framework

Adults are careful to ensure that their personal beliefs and attitudes do not obstruct a balanced approach to teaching RSE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (adult or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Scientific names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Questions

Children may be ill informed or confused due to sexual imagery in the media. They may have genuine questions and concerns. In most cases, adults will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion *in these situations and if necessary refer to the senior leadership team for advice and support.*

Adults will follow the following guidance:

- Clear parameters about what is and is not acceptable will be established
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal, the teacher should remind the children of the ground rules.
- Teachers will set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a sensible manner.
- Pupils will have opportunities to write down questions anonymously and post them in a question box
- If an adult is concerned that a pupil is at risk, the Safeguarding policy and procedures will be adhered to.

Inclusion

We will teach about the above areas in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about PSHE and RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see right to withdraw).

Staff

Staff are responsible for:

- Delivering PSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Lindsay Mason.

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The subject lead will also attend relevant training courses to keep knowledge of the PSHE curriculum up to date with the latest updates and changes.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

- Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE which is how a baby is conceived.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Subject Impact

How do we know that we have achieved these outcomes?

The delivery of PSHE is monitored by the PSHE Lead and Senior Leadership Team through:

- planning scrutiny
- learning walks
- book/floor book trawls
- pupil and teacher questionnaires

Informal assessment is carried out according to guidance from PSHE Association. This is made following activities and through cross-curricular links. Where possible, self- assessment by the pupils is also used. Opportunities arise during Circle Times, class discussions, School Council meetings and in dealing with day to day issues to move pupils; learning or development on. These assessments are then reported to parents through parents' evenings.

Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent/carer
signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with
parents/carers

Include notes from discussions with parents/carers and agreed actions taken.

E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom



Y4- Y6 Long Term Overview for Puberty and Sex Education

	Year 4	Year 5	Year 6
Lesson Overview Puberty/Growing up	- To understand some of the similarities and differences between males and females. - To identify male and female body parts - To discuss some of the changes that will happen to our bodies during puberty - To understand the importance of basic personal hygiene	- To understand what puberty is and when it happens - To recognise the physical and emotional changes as we grow - To understand how to keep our bodies healthy and clean	- To understand the function of puberty in both males and females and the physical and emotional changes that occur - To understand the importance of hygiene during puberty - To understand that growing up can also bring about social changes and new types of relationships
NC objectives	- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes - 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	- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes - 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 - 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 changes as humans develop to old age	- 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 - 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



Y4- Y6 Long Term Overview for Puberty and Sex Education

			• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle • 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 • 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 changes as humans develop to old age
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Y4- Y6 Long Term Overview for Puberty and Sex Education

			Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Lesson Overview Menstruation (Girls only)	- To begin to understand some of the changes that will happen to female bodies during puberty, including periods - To understand the basic process of the menstrual cycle - To understand more about female body parts/reproductive system - To understand the importance of self-care/hygiene during menstruation & correct use of period products	- To discuss the changes that will happen to our bodies during puberty, including periods - To understand the process and function of the menstrual cycle and female reproductive system - To understand the importance of self-care/hygiene during menstruation & correct use of period products	- To discuss the changes that will happen to our bodies during puberty, including periods - To understand the process and function of the menstrual cycle and female reproductive system - To understand the importance of self-care/hygiene during menstruation & correct use of period products
NC objectives	- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes - About menstrual wellbeing including the key facts about the menstrual cycle - 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	- 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 - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes - About menstrual wellbeing including the key facts about the menstrual cycle	- 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 - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes



Y4- Y6 Long Term Overview for Puberty and Sex Education

			• About menstrual wellbeing including the key facts about the menstrual cycle • 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 • 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 changes as humans develop to old age • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Lesson Overview Human Reproduction and Conception This lesson includes learning around sexual intercourse/conception, so therefore is classified as non-statutory sex	N/A	N/A	• To understand how babies are made (conception/sexual intercourse) and other ways that adults might also choose to have children in their families • To understand how babies develop and are born • To understand more about the law and relationships



Y4- Y6 Long Term Overview for Puberty and Sex Education

education. This means that the parental right of withdrawal applies to this lesson only			
Nc Objectives	N/A	N/A	• That families are important for children growing up because they can give love, security and stability • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • 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 • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



Y4- Y6 Long Term Overview for Puberty and Sex Education

			• Notice that animals, including humans, have offspring which grow into adults • Describe the changes as humans develop to old age • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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KS1 Long Term Overview for PSHE

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
KS1	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Roll A	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Roll B	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

Units highlighted in green are statutory content and must be covered



LKS2 Long Term Overview for PSHE

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
LKS2	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Roll A	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar place ;basic first aid
Roll B	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	personal hygiene routines during puberty	Medicines and household products; drugs used in everyday life; basic first aid



UKS2 Long Term Overview for PSHE

	Relationships			Living in the Wider World			Health and Wellbeing		
	Autumn 1		Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2	
UKS2	Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Roll A	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Managing friendships and peer influence	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations, immunisation and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
Roll B	Expressing opinions and respecting other points of view, including discussing topical issues	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	increasing independence and managing transitions	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media; first aid