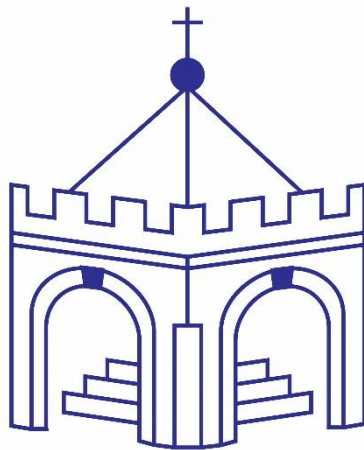


KING INA



CHURCH OF ENGLAND ACADEMY

‘Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.’

King Ina C of E Academy

Personal, Social, Health and Economic Education and Sex and Relationship Education Policy

King Ina Academy
2021

This draft policy has been written by the PSHE Lead in consultation with the Head Teacher, SLT, SENCo and Governor responsible for PSHE. After parental, pupil, full staff and full governing body consultation, a final copy will be published.

What is PSHE and SRE?

Personal, Social, Health and Economic Education and **Sex and Relationships Education** will be a statutory part of the National Curriculum from September 2021 as set out in the *government guidance Relationships and sex education (RSE) and health education* – Appendix 2

The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

This policy operates in conjunction with the following school policies and curriculum documents:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Religious Education Policy
- Science Programme of Study – Appendix 1

Aims of this policy

At King Ina our programme of PSHE Education and SRE enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be positive members of a diverse and multicultural society.

The aims of PSHE Education and RSE at King Ina are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Delivering the aims

Here at King Ina we will deliver these aims in class using the PSHE Association thematic guidance, covering all three core themes of the PSHE Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. Our PSHE and RSE lessons work alongside the half termly focus on our 6 school values and also complements the Somerset's ELIM Active Bytes online safety Scheme of Work. Appendix 3 and 4.

Curriculum Design

Inclusivity is at the heart of our PSHE/RSE curriculum. Every individual has the right to equal opportunities regardless of their gender, ethnicity, physical/mental ability. Therefore, teachers will always tailor each unit to meet the needs of the children in their classes. They will consider physical and emotional maturity, religious and cultural backgrounds, family backgrounds and SEN and disabilities. Teachers will also respond to issues that arise within the school and wider community and adapt the content appropriately. Progress through the curriculum will be assessed using pupil self-assessment responding to 'I can' statements at the end of a teaching unit of work.

Sex Education and the right to withdraw

Sex Education is not compulsory for Primary age children. However, at King Ina we provide Sex Education lessons in the Summer Term of Year 6, taught within the context of a loving and caring relationship, reflecting our Christian ethos and values. Parents have the right to withdraw children from these sessions following discussion with the Head Teacher. If a parent wishes their child to be withdrawn from any part of our Sex Education lessons, they should discuss this first with the Head teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

Information on these sessions is provided for parents of Year 6 children prior to the delivery of the lessons, parents are able to review resources that may be used by the school nurse or teachers in these sessions.

The right to withdraw does not include the teaching of the Science Curriculum Appendix 1 or the PSHE and Relationship Curriculum Appendix 2.

See Appendix 5 –extract from the government guidance for primary schools.

Safeguarding

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the session closes. It is important to allow the time and appropriate staffing for this to happen.

Parents and families

Here at King Ina we understand and respect the primary role in children's PSHE Education and SRE lies with parents, families and carers.

We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's PSHE Education and SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our SRE programme.

The role of the Head teacher and PSHE/SRE Lead

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our PSHE and SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity. The head teacher/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The head teacher/PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The governing body is responsible for monitoring the delivery of our PSHE and SRE policy. Governors give due consideration to any comments from parents about the PSHE /SRE programme, and require the head teacher to keep a written record of parents' comments. This policy will be reviewed every two years, or earlier if necessary.

Date:

Policy to be reviewed in:

APPENDICES

Appendix 1 National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- 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 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 2

Department for Education guidance on SRE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix 3

King Ina overview of Values, PSHE and SRE and E-safety.

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Values	Friendship	Determination	Community	Eco-Friendly	Belief	Calm
E-Safety	I am Kind and Responsible	I am Kind and Responsible	I am Safe and Secure	I am Safe and Secure	I am healthy	I am healthy
SRE and PSHE	Core theme 2 Relationships	Core theme 2 Relationships	Core theme 3 Living in the Wider World	Core theme 3 Living in the Wider World	Core theme 1 Health and Well-being	Core theme 1 Health and Well-being

Appendix 4

Long term PSHE and SRE planning

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	This strand taught throughout the year using Active Bytes e-safety programme.	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
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	This strand taught throughout the year using Active Bytes e-safety programme.	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
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	This strand taught throughout the year using Active Bytes e-safety programme.	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 places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	This strand taught throughout the year using Active Bytes e-safety programme.	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life

Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	This strand taught throughout the year using Active Bytes e-safety programme.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	This strand taught throughout the year using Active Bytes e-safety programme.	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	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 5

Taken from government guidance for Primary Schools

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.