



Personal, Social, Health and Citizenship Education (PSHCE) Policy

(including policy for Relationships and Sex Education)

Adopted by the Governing Body of
Steeple Morden Primary School

This policy is to be reviewed: **Three Yearly**

The next review date is: **Spring 2024**

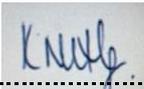
Review is the responsibility of: **The Headteacher**

REVIEW HISTORY

Review 2 ratified:

Review 3 ratified:

Review 4 ratified:

Signed:  Dated: **15th July 2021**

Chair of Governors

Signed:  Dated: **15th July 2021**

Headteacher

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1 Context

This policy takes account of the requirement that all primary schools must teach Relationships Education and Health Education from September 2020. We teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

We use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

2 Beliefs and aims

We believe that PSHCE can enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims (Appendix A).

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

Our aims for PSHCE are:

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

3 Implementing Our PSHE Curriculum

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

3.1 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider their level of

vulnerability, their need to develop assertiveness and their sense of self and the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

3.2 Confidentiality and Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

3.3 Working with Staff

Training and support will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles. The subject leader is also entitled to targeted training to support their role.

3.4 Engaging with Pupils

If PSHCE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHCE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHCE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.

- We will utilise school council and key stage/whole school assemblies to engage with children on key areas of whole school development.

3.5 Working with Governors

We have a named link governor for PSHCE who works closely with and in support of the subject leader. The current link governor is Karenza Nutley.

When aspects of PSHCE appear in whole school development planning, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

3.6 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering PSHCE. We encourage this partnership by:

- informing parents/carers of PSHE content during the 'year ahead' sessions
- informing parents/carers by email or on the website of forthcoming PSHCE topics and their content
- informing parents/carers about aspects of the PSHCE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information about parent/carers' roles in PSHCE and how they can develop protective factors with their children
- including out of school learning/family learning opportunities within our curriculum for PSHCE, and encouraging children to share at home their learning about all aspects of PSHCE
- inviting parents/carers to discuss their views and concerns about PSHCE on an informal basis.

3.7 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between school staff and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as links with the church, charity fundraising, school clubs, community engagement and visitors.

4 Curriculum Organisation

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum
- enrichment weeks/days
- visitors
- residential and day visits
- assemblies and collective worship
- small group interventions

We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher or allocated HLTA, supported by other members of staff where appropriate.

4.1 Teaching Methodologies

PSHCE teaching uses a range of methodologies to develop children's knowledge, skills and attitudes. The focus is on interactive learning, and approaches may include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHCE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

4.1.1 Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

4.1.2 Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader or Headteacher. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions can be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

4.2 Curriculum Materials and Resources

We will avoid a 'resource-led' approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them.

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

4.3 Assessment, Recording, Reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We record children's work in PSHCE in teacher records, and through examples of children's work as appropriate. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth

We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

5 Development and Review

This policy has been drawn up in consultation with staff, parents/carers, governors and advice from other agencies.

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted which is flexible enough to respond to children's needs (identified through consultation, research or observation) is in place.
- There are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- Policy, practice and the impact of training are reviewed regularly
- Our website reflects our provision in PSHCE.

The PSHCE leader/Head Teacher is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

Relationships and Sex Education (RSE) Policy

1 Context

Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education. The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide.

RSE offers the best location for our provision of non-statutory sex education. Although RSE as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We may review the age at which puberty is introduced depending on the needs of each cohort.

2. Beliefs and Aims

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene

3 Implementing Our RSE Curriculum

3.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

3.2 Safeguarding

Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

3.3 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

3.4 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons through, for example engaging the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities, asking pupils to reflect on their learning and set goals for future learning and consultation (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.5 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of at least one governors' meeting. The policy will be available on the school's website. A link governor for PSHCE (including Relationships Education) will be nominated. The current link governor is Karenza Nutley.

3.6 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by sharing details of our curriculum on our website and signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.7 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our children well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our children are met.

- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in liaison with the class teachers, taking account of the age and needs of the group and the context of the work within the Relationships Education curriculum.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

3.8 Consultation

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

4 Curriculum Organisation

Our Relationships Education Curriculum (Appendix B) is consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education has a significant focus are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Relationships Education will be taught in:

- PSHCE through designated lessons, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities such as assemblies, growth mindset approaches, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

4.1 Teaching Methodologies

We use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We intend that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simply opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

4.1.1 Ground Rules

Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information

4.1.2 Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use resources such as fiction, puppets, case studies, role-play, videos etc. to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.2 Safe and Effective Practice

As part of our Safeguarding Policy all staff know that

- Adults in school are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

4.2.1 Other professionals

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

4.2.2 Answering Questions

We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We may answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teachers may also decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHCE leader/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

4.3 Assessment, Recording, Reporting

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

4.4 Links

This policy acts as an overarching policy for theme-specific policies and guidance in the following areas: *Anti-bullying, RSE, Drug Education, Healthy Eating and Physical Activity*.

It is also linked to and is delivered in the context of the following policies and subjects: *Relationships Education, Health Education, Behaviour, Safeguarding, Anti-bullying, Spiritual, Moral, Social and Cultural (SMSC) development, SEN/Inclusion, Equality and Diversity, Health and Safety, Confidentiality, ICT/Computing (including E-safety & Acceptable Use policy), Science*.

5 Sex Education

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about ‘how a (human) baby is conceived and born’.

This extends the learning about sexual reproduction in ‘some plants and animals’ required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the DfE’s recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers and governors have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of Relationships and Sex Education (RSE) by a member of staff, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by email about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. There is no right to withdraw a child from those aspects which are part of the science curriculum. Before granting any such request the Headteacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group) and where appropriate we will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

Appendix A

Our Ethos and Values



At Steeple Morden School we want our children to grow up as happy, confident, healthy and respectful individuals.



Whilst keeping safe, we support our children to take risks in their learning, and take pride in doing their very best.



We aspire for our children to be inquisitive and caring about their community and for the wider environment.



We encourage our children to take every opportunity provided to enrich their education and make the most of their time with us, and each other.

In essence, we want every child to

Be brave, be kind and be the best they can be

Linked to the parable below which illustrates our values



The Lost Sheep (from Matthew 18, 12-14, Rainbow Good News Bible)

We believe that our pupils should have every opportunity to achieve high academic standards and develop a full awareness of social and moral values. Our school provides a secure and stimulating environment where children and adults can work productively.

Appendix B

Curriculum Overview for PSHE (including RSE)

	Autumn	Spring	Summer
Rec/Yr 1	Beginning and Belonging Family and Friends (including anti-bullying) My Emotions	Me and My World Identities and Diversity Healthy Lifestyles	Keeping Safe (inc. Drug Education) My Body and Growing Up
Yr1/2	Beginning and Belonging Family and Friends Anti-bullying Conflict Resolution Rights Rules and Responsibilities My Emotions	Working Together Financial Capability Healthy Lifestyles Diversity and Communities Drug Education	Managing Risk Safety Contexts Personal Safety Relationships and Sex Education* Managing Change
	<i>*Relationships and Sex Education: YR/1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves)</i>		
Yr3/4	Beginning and Belonging Family and Friends Anti-bullying Conflict Resolution Rights Rules and Responsibilities My Emotions	Working Together Financial Capability Healthy Lifestyles Diversity and Communities Drug Education	Managing Risk Safety Contexts Relationships and Sex Education* Personal Safety Managing Change
	<i>* Relationships and Sex Education: Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.</i>		
Yr5/6	Beginning and Belonging Family and Friends Anti-bullying Conflict Resolution Rights Rules and Responsibilities My Emotions	Working Together Financial Capability Healthy Lifestyles Diversity and Communities Drug Education	Managing Risk Safety Contexts Personal Safety Relationships and Sex Education* Managing Change
	<i>* Relationships and Sex Education: Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.</i>		

Linked documents

Our teaching of PSHCE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

[RSE and Health Education](#)

[Sex and Relationships Education for the 21st Century](#)'.

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)