



St John's Primary School
PSHE and
Relationships, Sex and Health Education Policy
May 2024

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Date of next review: May 2027

Policy written by: Becki Ward (PSHE Lead)

Aims

This policy was written by the PSHE Lead and developed in consultation with parents, teachers, other school staff and governors at St. John's Primary. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

At St. John's Primary School, we aim to:

1. Fulfill the statutory requirement for primary schools to deliver Relationships and Health Education
2. Ensure the PSHE and RSE curriculum supports pupil progression in knowledge, attitudes and values and skills – including the key skills of social and emotional learning known to improve outcomes for children

3. Guarantee that every pupil at St. John's Primary has a PSHE and RSE curriculum that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online in a timely manner, delivered through a spiral curriculum
4. Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene, including teaching them the correct vocabulary to describe themselves and their bodies
5. Deliver PSHE, Health and Relationships education to pupils in a timely manner, so that they are prepared in advance
6. Deliver non-statutory Sex Education to ensure both boys and girls are prepared for the changes adolescence brings and how a baby is conceived and born
7. Provide a framework in which sensitive discussions can take place
8. Help children develop feelings of self-respect, confidence and empathy
9. Create a positive culture around issues of sexuality and relationships
10. Be transparent with stakeholders about the content and resources that will be used to deliver Relationships and Health Education at St. John's Primary

1. National Curriculum Requirements

Alongside our statutory Relationships and Sex education, we teach non-statutory PSHE. The following statutory RSE topics are taught alongside our PSHE curriculum:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At St Johns, our PSHE curriculum takes careful account of the needs of our pupils and community. Our lessons emphasise and explore key vocabulary, supporting our key driver of developing spoken language. PSHE is central in our aim to promote healthy lifestyles, with not only a focus on physical health through topics such as a balanced diet, but also educating our pupils on how to maintain good mental health. Finally, our mission to live by our values is embedded within PSHE, with an emphasis on respect and kindness being returned to at the beginning of each lesson.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

2. Curriculum at St Johns

At St. John's Primary School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of how we use SCARF across our year groups can be found in appendix 1. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education (appendix 2), and the PSHE Association's Programme of Study's recommended learning opportunities (appendix 3), as well as contributing to different subject areas in the National Curriculum.

We have organised the units of work to link with the whole school half-termly values and we have made cross-curricular links with topic work where appropriate.

Our PSHE Leader works in conjunction with teaching staff in each year group and are responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE

education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Our PSHE Leader regularly audits staff to identify any further support, resources or training needs.

For some aspects of Relationships and Sex education, the school nurse may deliver the lesson content if deemed appropriate. The Curriculum Leads are responsible for ensuring content delivered by the school nurse, fits with the planned programme of study and published policy.

Class teachers follow the suggested units as set out in appendix 1. Lessons can be a weekly standalone PSHE lesson or be cross-curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE leaders often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children at St. John's Primary. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

3. Curriculum content

The planned schemes of work deliver a comprehensive spiral curriculum for PSHE, Relationships and Health Education, including mental health and well-being. In the appendices can be found the SCARF Programme of Study for both Key stage 1 and 2 and the Early Years Foundation Stage (appendix 1) as well an overview of our Science Programmes of Study (appendix 4).

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme covers six themes; these are taught across the year linked to our values of the half term and relevant links with other subjects:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

This has been designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

Our School Values are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kindness	Responsibility	Determination	Respect	Honesty	Courage

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. After consultation with parents, menstruation will be taught in year 4. However, it may be moved to summer term year 3 if appropriate for an individual year group.

It is important that the transition phase before moving to secondary school support pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Children have two opportunities to attend residential visits during their time at St. John's Primary. A huge part of these visits is giving pupils an opportunity to develop their personal and social skills.

School Council and Houses with elected Captains give pupils the opportunity to experience responsibility and have a say in the decision-making processes at their school.

Whole school assemblies delivered by the Head and Assistant Head feature issues being taught and explored in PSHE as they link directly to our School Values.

Internet safety is part of the spiral PSHE curriculum but is also taught at the beginning of each half term, using Project Evolve resources. Internet Safety Day (February) is also part of the annual school calendar.

Basic First Aid is taught to KS2 by a company called 'Resus Rangers'.

The NSPCC PANTS tools and resources are used to reinforce key messages for children:

P – Privates are privates

A – Always remember your body belongs to you

N – No means no

T – Talk about secrets that upset you

S – Speak up, someone can help.

National Anti- Bullying week is used to give the anti-bullying message a school wide spotlight, but this topic is part of the spiral curriculum (see appendix 1).

It is the responsibility of the teacher booking activities and visiting external agencies to ensure they adhere to our Safeguarding policy and procedures.

4. Curriculum delivery

PSHE lessons are taught by the class teacher usually once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, a safe learning environment is created using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. Teachers will follow the creating a safe learning environment guidance (appendix 5).

Support is provided to children who may find certain topics sensitive within the RSE curriculum on a one-to-one basis, via our HSLW and/or DSL team.

5. Curriculum planning and monitoring

Teachers use the online lessons from SCARF as identified in the Programme of Study (appendix 1). Teachers may supplement these resources with other materials to best meet the needs of their class (e.g. additional pictures books).

Years 1- 6 will record any additional resources used on their termly topic overviews under PSHE.

Children are given opportunities to reflect on their learning, using a variety of techniques including class floor books.

The monitoring of the standards of children's learning and of the quality of PSHE education is the responsibility of the PSHE Lead. The work of the PSHE Lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE Lead has allocated subject time, enabling them to review evidence of the children's work and monitor learning in lessons. Pupil voice is used to review and develop the programmes of study as part of the monitoring cycle.

6. Accessibility

PSHE is treated as an essential, valuable subject and children are not withdrawn from it to catch up with other national curriculum subjects; these aspects of personal and social development are as important to all pupils as their academic achievement. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Support Plans (ISPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies, as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff.

The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality and inclusion for further information.

7. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. Parents do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to

their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually prior to the material being used in class. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

The content that parents can request to withdraw their child from is as follows:

Year 6 Lesson - Making Babies

Two parts of Activity 2

- The description of how the bodies are preparing for sexual intercourse and the penis entering the vagina
- The first few seconds of the video clip showing the penis entering the vagina

In activity 3

- The first image in the Conception and Pregnancy Timeline, which shows the penis in the vagina.

This lesson aims to help children understand how babies are conceived; this is important to understand before pupils transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

We also see the inclusion of non-statutory sex education to be a safeguarding issue; children starting secondary school will be mixing with 16-year olds and possibly 18-year olds who will legally be able to have sex. By providing sex education in Y6, we are laying the foundations to further sex education in secondary school as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy) should anyone be trying to coerce them into engaging in sexual activity.

8. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE, Relations and Health education be required, please contact the PSHE Lead (Becki Ward).

9. Policy Review

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

10. This policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Inclusion Policy

- On-line Safety Policy
- Equality Policy and Single Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- DFE 'Keeping Children Safe in Education' (2020)

Useful resources/Appendix

Appendix 1- SCARF lesson plan learning outcomes

<https://www.coramlifeeducation.org.uk/scarf/learning-outcomes>

Appendix 2 – RSE Guidance end of year expectations

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Appendix 3 –Science National Curriculum and Links to PSHE including Relationships, Sex and Health Education

Appendix 5- SCARF Guidance - Creating a Safe Learning Environment

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>