



# Pilton Bluecoat C of E Academy

## PSHE and RSE Policy



**Pilton Bluecoat  
Academy**

*Date: March 2021  
Review Date: March 2022*

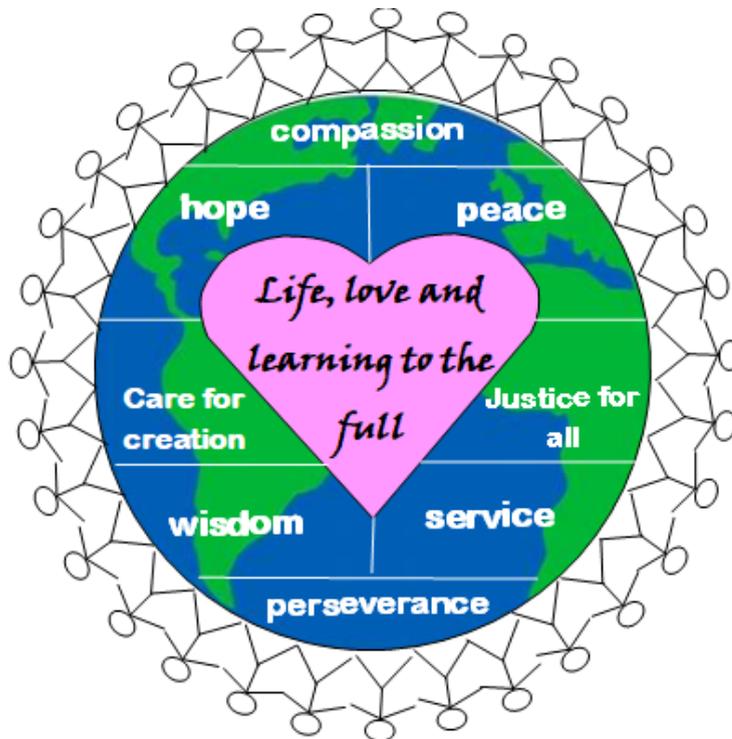


# Vision and Values

## Life, Love and Learning to the Full

*Jesus said 'I have come that they may have life in all its fullness.'* (John 10:10)

At Pilton Bluecoat Academy we aim to build the foundations of life in all its fullness underpinned by our Christian values of **wisdom, compassion, justice, service, peace, perseverance, care for creation and hope**, where we understand what it means to be loved and to love others within our school and our local, national and global community.



Fundamental to our vision to educate for life in all its fullness, we are inspired by the Old Testament leader Nehemiah's example for how to build our school community where all are valued, all contribute and all belong. To achieve this we work together on **Building Learning Power, Building Communities, Building Self-Esteem and Building Futures.**

## Personal, Social, Health, Economic Education (PSHE)

### **Aims and Key Principles**

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Pupil Learning Intentions**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Curriculum Content**

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work, called Jigsaw. The programme brings together PSHE Education, emotional literacy, social skills and spiritual development. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

We also aim to cover aspects of PSHE through special theme days and weeks e.g. Healthy Living week.

In addition to following the Jigsaw PSHE programme, opportunities for exploring aspects of PSHE will be capitalised upon e.g. through literacy sessions where a core text may involve questioning a character's motivation for their actions etc.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events

<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change

## Learning and Teaching

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules largely based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

## Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter. We also have a close relationship with our local Church who lead worship in the school. We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St Johns Ambulance service, to deliver aspects of the PSHE curriculum where possible.

## Relationships and Sex Education

### Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At TEAM Multi Academy Trust (TEAM) we feel it is important that, as they grow up, children come to an understanding of their own bodies, instincts and feelings. In this way they will be prepared for the opportunities, joys and responsibilities of permanent relationships. Children from all backgrounds and circumstances need to glimpse something of the wonder and security of family life as the proper context for sexual expression, and to grasp the values of acceptances, forgiveness and loving another "as yourself".

We recognise that Relationships and Sex Education is a sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

As a Church of England school we will teach within a framework of our Christian values. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education. RSE is taught in a way that ensures there is no stigmatisation of children based on their home or personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

### **Statutory requirements**

As a Multi-Academy Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At TEAM we teach RSE as set out in this policy.

### **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

### **Curriculum**

RSE 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).

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 relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking 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).

Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a Trust wide approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

### Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school **except for those parts included in statutory National Curriculum Science**. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or

PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Training and Support for Staff**

Support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

TEAM Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

### **Involving Parents and Carers**

The school believes that it is important to have the support of parents, carers and the wider community for our PSHE teaching and learning programme and so will keep parents informed of the content studied using our termly curriculum newsletters, weekly school newsletters and annual end of year reports.

The parents section of our school website, "Keeping your child safe", offers a wide range of advice and guidance to support parents.

### **Roles and Responsibilities**

The Board of Trustees has delegated the approval of this policy to the Local Governing Body of each school.

The Local Governing Body will hold the Head of School to account for the implementation of this policy.

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

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

### **Monitoring and Evaluation**

The delivery of RSE is monitored by the School Improvement Team and PSHE curriculum team members through:

- Individual School Reviews
- Planning and work scrutiny
- Learning Walks
- Pupil voice activities

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the CEO, Ian Thomas on an annual basis. At every review, the policy will be approved by the Local Governing Body of each school.

### Appendix 1: By the end of primary school pupils should know (DfE Expectations)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> </ul>

	<ul style="list-style-type: none"> <li>● 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</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> </ul>

- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p style="background-color: yellow;">Include notes from discussions with parents and agreed actions taken.</p> <p style="background-color: yellow;">Eg: 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</p>