



# THOMAS JOHNSON LOWER SCHOOL

Hurst Grove, Lidlington, Bedfordshire MK43 0SB

Tel: 01525 402377 / 01525 404743

email: office@thomasjohnsonschool.co.uk

Head teacher: Mrs M Haimes

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## **PSHE and RSE Policy**

Responsibility	Head teacher and the Governing Body
Review Date	September 2022
Approved by Full Governing Body	March 2020 and revisions Jan 2021
Storage: (i) Electronic (ii) Hard Copy	(i) School website (managed by school Secretary) (ii) School staff room

### **Rationale**

This policy sets out the school's approach to the delivery of Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE). It was produced in consultation with staff, parents, carers and governors through the following activities: staff meetings, parent and carer information meetings, and governor meetings. Reference has been made to Public Health England surveys and anonymised school specific survey outcomes (SHUE), in devising the curriculum to best support our pupils' needs.

Our PSHE and RSE education provides a significant contribution to the schools' responsibility to support all young people in staying safe and preparing for life in modern Britain.

The PSHE and RSE programme aims to develop

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society which underpins its Values, and can also live out the British Values of individual liberty, rule of law, mutual respect and tolerance.

Parents will be informed about the policy through newsletters and parent hub. The policy will be made available through the school website.

### **Legislation (Statutory Regulations and Guidelines)**

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils for opportunities, responsibilities and experiences of later life. The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school. The revised Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary).

### **Definition of Relationships and Sex Education (RSE)**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young

people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

### **Curriculum Design**

The curriculum is designed around active engagement in learning and pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. RSE is taught within a broader PSHE education programme. Our PSHE/RSE lessons are taught by staff who have developed sound relationships with the children. We feel that it is imperative to provide the children with an environment in which they feel safe to share their thoughts, feelings and emotions. Staff are sensitive to the children's differing circumstances and topics covered in lessons are handled with care and respect.

We are committed to retain parents' right to withdraw their child from sex education within RSE (where these aspects are not covered within the National Curriculum as part of Primary Science). This is because parents should have the right to teach this themselves in a way which is consistent with their values. Parents seeking to exercise this right will be asked to discuss this with the Head teacher, and notes of the meeting will be kept with the pupil's file.

All pupils are required to receive Relationships Education at primary.

We are also committed to ensuring that the education provided is appropriate to the age of pupils and is supportive of their religious background.

### **Units of work**

Each class follows PSHE/ RSE units of work which are taught as a stand-alone subject as part of our curriculum. This is taught in an interactive and exciting way for the children using meaningful contexts and scenarios. Our aim is to focus on discussion, as we recognise the power of sharing as wide a range of personal experiences as possible in these sessions. At the end of each lesson, pupils reflect on what they have learnt in a simple booklet.

Please see the Whole School Overview and individual programme of study for more information about specific topics taught within each Key stage.

### **Effective Learning – Learning Approaches and Strategies**

At Thomas Johnson Lower School teachers are aware of the importance of being “ready to learn” (ie: emotionally able to listen and assimilate new knowledge without the burden of worries and anxieties). The school uses Values-based Education and Emotional Literacy tools to underpin all aspects of the curriculum.

### **Tools used to support Emotional Well-being and positive mental health:**

#### **Feelings Flowers:**

Feelings flowers are displayed in every classroom, with different flowers representing a different feeling. The feelings include; happy, sad, angry and worried. The children each have a peg with their name on. The children are encouraged to move their peg depending on how they are feeling. This is then a signal to staff that that particular child maybe having some difficulties and an adult will ask the child to discuss and share their feelings and in this way help the child to manage their feelings appropriately.

#### **“Feelings Matter” Programme:**

Feelings Matter is a small group intervention designed to promote emotional well-being and positive mental health. It is the intention of Leaders that all our children will be access these sessions during their time with us. The sessions are for 1 hour a week, over a half term, and consist of no more than 6 pupils. Parent/Carer permission is always sought prior to the pupil attending. These sessions focus on the building up children’s strategies to talk about, manage and self-regulate their feelings. The use of pleasant aromas and soft fabrics provides sensory and calming stimuli and a nurturing environment for the well-being activities to take place. Children are assessed using a Strengths and Difficulties Questionnaire at the start and end of the 6-week programme so that those who would benefit from further support can be easily identified.

### **Monitoring PSHE and Relationships Teaching**

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children’s work and training opportunities.

#### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Lead Safeguarding officer – Mrs Marian Haines

Deputy Safeguarding officer –Miss Charlotte Turner

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school’s safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

### **Equality of Opportunity**

Classroom practice and pedagogy will take into account pupils’ age, ability, readiness and cultural background and pupils with SEND, and teaching will be adjusted to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure

equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Parents have the right to withdraw their children from those parts of RSE not within the national curriculum.

### **Intended Outcomes**

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn about money and how to manage it effectively