

Sutton Green
Together Helping Every Child
Sex & Relationship policy, including PSHCE teaching.
Updated September 2015

1. Policy Statement

Sutton Green believes that SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

SRE and PSHCE will promote self-esteem, emotional health and wellbeing, and help children form and maintain worthwhile and satisfying relationships based on respect for themselves and others at home, school, work and in the community. This policy includes the active promotion of fundamental British Values referenced in current Ofsted requirements and takes account of the school Safeguarding Policy and Prevent Duty.

Legislative and Ofsted guidance

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

The policy reflects the current guidance on the teaching of PSHCE in the revised national curriculum issued September 2013. Paragraph 2.5

'All schools should make provision for personal social health and economic education (PSHCE), drawing on good practice. Schools are also free to include other subjects, or topics of their choice in planning and designing their own programme of education. Statutory POS and guidance on the teaching of PSHCE is no longer include in the revised national curriculum for KS1 and KS2. There is no legislative requirement for schools to produce a PSHCE and Drug Education Policy.

The updated Ofsted framework and guidance states that all school are required by law to produce a SRE policy The school has taken note of updated guidance in the School Inspection Handbook regarding the Spiritual, Moral, Social and Cultural Development and guidance in Behaviour & Safety section concerning promoting positive relationships linked to equality principles. This PSHCE and SRE policy includes teaching related to personal, social, moral and cultural development.

In accordance with our equality policy, the school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds, whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need.

This policy also links to the teaching of E Safety/Communication and Science. Linked policies include: Anti-Bullying, Collective Worship, Behaviour, RE, Equality, Special Educational Needs and Disability, Safeguarding and guidance on anti-terrorism.

2. Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE and PSHCE in the school for staff, parents/carers and governors. A copy is available in school and on the website.

The overarching aim for SRE and PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

SRE and PSHCE education at Sutton Green is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, SRE and PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. Teaching PSHCE makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing including meeting statutory safeguarding requirements.

SRE and PSHCE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of the School's PSHE curriculum is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

3. Content

The teaching of SRE and PSHCE is linked to three core themes across the year. These are:

- Relationships – focus for Autumn Term
- Living in the Wider World) – focus for Spring Term
- Health and wellbeing – focus for Summer term.

These core themes are expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. Teachers and staff working in the EYFS have also taken note of recent guidance on teaching British Values in Early years issued by the Local Authority. (Appendix 1 EYFS guidance)

It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

SRE and PSHE education should respect and take account of pupils' prior learning and experiences. When considering contents, teachers reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. It is essential that pupils have the opportunity to reflect on how learning is relevant to them and be applied in their own lives.

SRE and PSHE education at Sutton Green is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. It is essential that PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focusing only on factual content and the teaching of PSHCE is cuts across the whole school curriculum.

Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic underst

Integral to the teaching of SRE and PSHCE is ensuring that pupils also develop a range of skills as well knowledge. These essential skills are:

- Interpersonal skills for self management
- Interpersonal skills to develop positive relationships in the wider world
- Skills of enquiry – critical and evaluative thinking

As noted the school uses the PSHCE framework to select **content that is relevant to pupils and to use these as a context through which to explore the overarching concepts and to develop the essential skills and attributes**

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many lifestyle choices, such as the use of alcohol, take place in social situations. It is therefore important to understand that, whilst the framework for teaching PSHCE distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap and when planning, the school will draw from more than one theme. For example, sexual health has been included in 'Health aspect of the planning framework' but would also be considered within the context of healthy relationships.

4. Respect and Citizenship Education and Teaching of British Values and Rule of Law

Key aspects of curriculum content:

- Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain, including understanding and appreciating the range of different cultures within school and further afield.
- Understand and respect different people, fostering respect for people of all cultural and social backgrounds, whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need in the local, national and global community.

Sutton Green Primary School values freedom of speech and the expression of beliefs / ideology and fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it

is subject to laws and policies governing equality, human rights, community safety and community cohesion.

PSHCE and Safeguarding teaching in the curriculum is also linked to the education of our pupils to prevent extremism and radicalisation. **(See Appendix 2)**

5. Entitlement including teaching of sex education

All children will have equal access to sexual health information regardless of age, race, disability, gender, sexual orientation or religion.

However, any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex education in school other than sex education contained within the national curriculum.

Education Act 1996 (Section 405):

If the parent of any pupil in attendance at a maintained school requests that he/she may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

All parents are informed in writing of their right to withdraw their children from any forthcoming sex and relationships education lessons and will be given an outline of the lessons in advance so they are able to make an informed decision. Parents of KS2 children have the opportunity to come in to school and view the lesson materials if they wish to.

6. Implementation

Class teachers are responsible for their own class organisation and teaching style in relation to SRE, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. There are some aspects of the curriculum, particularly around puberty, that may be taught in same sex groupings by a teacher of the same gender. The school also takes advice from our LA health advisor.

A range of materials are drawn upon to ensure PSHCE and SRE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

Staff are aware that views around PSHCE and SRE related issues are varied. However, while personal views are respected, all PSHCE and SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinions.

Both formal and informal PSHCE and SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the School Safeguarding Leads and PSHCE coordinators (Mrs C Payne and HT) if they are concerned

Delivery of PSHCE – Personnel,

- Individual class teachers supported by Teaching Assistants
- HT, Mrs C Payne (Pastoral and Safeguarding Lead, Visitors via Assemblies)
- HT and Mrs Payne – specific rotating programme to teach all classes on Thursday afternoons linked to specific themes/topics e.g. Health and Wellbeing, Safeguarding

PSHCE and SRE education delivered in a range of ways across the school curriculum

- Linked to cross curricular work e.g RE, computing, humanities, literacy, science, maths, specific class work e.g. work on developing class rules
- Linked to pupil responsibilities e.g. environmental officers, JRSO, School Council, Play leaders
- Linked to planning of whole school events – SEE WHOLE SCHOOL PLAN
- Linked to focus of Assemblies – HT, visitors, CP will take a lead on coordination of planning linked to planning
- Linked to wider curriculum e.g. planned visits linked to topics, visitors into school, theatre groups,
- Linked to wider enrichment opportunities e.g. clubs/before and after school activities. Taking part in cluster events: arts/sports etc
- Linked to residential visits and specific events to promote health/wellbeing
- Linked to work with wider community e.g. PTFA, cluster work, community groups, Family Partnership
- Linked to specific school policies e.g. Safeguarding, Inclusion and Equality, Prevent Duty, Pupil Premium, Special Educational Needs,
- Linked to requirements in new Ofsted framework for SMSC
- Linked to whole school focus e.g. Charity work, Displays, Special events eg. Remembrance,
- Linked to work of Pastoral team in working with specific groups and children to manage emotions and feelings,
- 'In the News' slot across the school to debate and discuss key topical issues.

Review

The Headteacher and staff will review this policy on a 3 year cycle unless new statutory requirements or guidance are issued.

An evidence file on the coverage and teaching is held by PSHCE coordinators (HT and Mrs Payne and reference should also be made to Collective Worship Folder)

Fundamental British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty is likely to come into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

Democracy: making decisions together as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated. As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

- A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Appendix 2

Teaching British Values and Citizenship and links to Prevent Agenda

As the national threat level is rated as severe as of January 2015, we recognise our role within the **'Prevent Strategy'** which aims to stop people from becoming terrorists or supporting terrorism. We understand that the recruitment process is similar to child exploitation and that social media is used frequently in radicalisation. We are aware that some individuals within our school community may be more vulnerable than others.

Sutton Green Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, PSHCE curriculum and policy, SEND policy, collective worship policy, Behaviour and Discipline Policy, Safeguarding policy, the use of school premises by external agencies, integration of pupils by gender and SEN referenced to our Equality policy, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

We aim to support the Prevent Strategy by focusing on early intervention. We will liaise with other agencies, work closely with parents regarding e-safety and raise any concerns with the nominated LA officer.

The school will ensure staff receive appropriate training from the Safeguarding Lead, linked to our risk assessment in raising awareness of the need to ensure staff are confident in recognising children at risk of radicalisation and that pupils build resilience to radicalisation.

Building children's resilience to radicalisation

The school aims to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. The school promotes the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social and Health Education (PSHE) can be an effective way of providing

- pupils with time to explore sensitive or controversial issues,
- equipping them with the knowledge and skills to understand and manage difficult situations.
- The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.
- They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
- The school can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship

- Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society.
- It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- In Citizenship, pupils learn about democracy, government and how laws are made and upheld.
- Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Resources.

The school uses a range of resources and takes note to the following guidance

- teachers should draw on resources to have the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills.
- Access to Local authority and the local police have appropriate resources
- Training and resources via CDEC – Global Citizenship Education Centre
- Checking that chosen resources are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively.
- Using appropriate guidance for promoting fundamental British Values means in the early years.
(See Appendix 1)