

# New Wave Federation Relationships, Sex and Health Education Policy 2021

Kindness



Innovation



Passion



Imagination



Collaboration



# Excellence For All

## Our Vision & Values



KINDNESS



INNOVATION



PASSION



IMAGINATION



COLLABORATION

## Our Commitment to Staff



Foster and develop the highest standards of teaching through high quality professional development



Nurture and secure leadership talent to lead the future



Recognise and reward the commitment of all staff

Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

## Our Strategic Priorities



Enrich the curriculum to maximise opportunities for children to develop their talents and interests.



Enhance teaching and learning through ongoing professional development and continuous support.



Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.



Build strong and flexible leadership structures.



Use high quality and innovative approaches to teaching to promote progress and engagement.

## Vision

Our vision and values underpin our ethos - **Excellence For All** - and all pupils are encouraged to achieve their full potential. Every member of our school community is taught to respect and value each other. Wherever possible we make close links between our values and PSHE curriculum.

Personal, Social, Health and Economic Education (PSHE) is 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 confident members of the wider community.

Our Federation is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

In our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. 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.

We are educating our children to live in the real world with all its contradictions. We believe we must not let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where differences are celebrated and everyone is included and valued for who they are.

## **Pupil Learning Outcomes**

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 healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenges
- Be active partners 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 that is based on the Jigsaw PSHE programme but tailored to the needs of our school community. Our PSHE curriculum brings together PSHE Education, emotional literacy, social skills and spiritual development. Teaching strategies are varied and scaffolded as appropriate to ensure that all pupils can access the learning.

All year groups work on the same theme in each half term, which generates a whole school focus for adults and children and allows for whole school assemblies to reinforce the learning that is taking place in class.

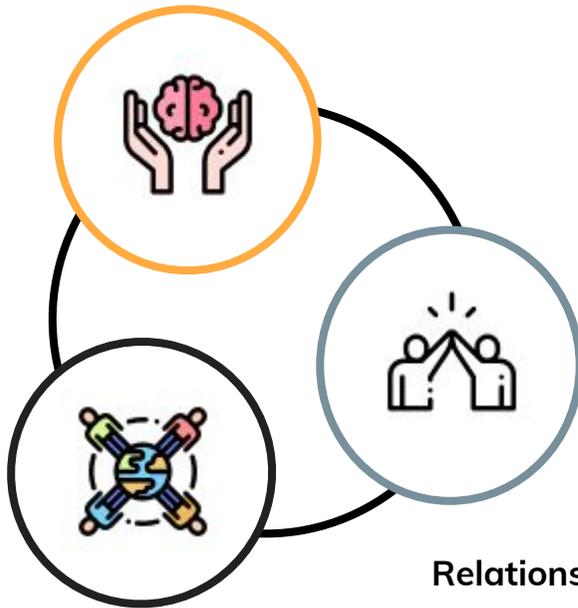
Each half term, the learning will follow a sequence that takes pupils from their personal health and wellbeing, through their relationships with others and ultimately to their place in the wider world. This will give teachers and pupils regular opportunities to revisit key themes that will support pupils' emotional development.

## Building Resilience

We believe that all three of the key strands of PSHE complement and support one another in the development of pupils' resilience and mental wellbeing. By placing mental health and wellbeing at the beginning of every module, we will be able to continuously monitor and support pupils. Pupils will have regular opportunities to explore how they are feeling and understand their emotions in the context of their relationships with others and with the wider world.

### Mental Health and Wellbeing

Looking after ourselves and learning tools to cope with life's challenges.



### Living in the Wider World

Knowing our rights and responsibilities within the different communities we belong to.

### Relationships

Getting on with others and knowing what to do when we don't.

There are six areas of study that are designed to progress in sequence from September to July.

<b>Term - Focus</b>	<b>Content</b>
<b>Autumn 1-</b> Being me in My World	Includes understanding students' place in the class, school and global community.
<b>Autumn 2 -</b> Celebrating difference	Includes types of anti-bullying and diversity work. In the types of bullying, cyber and homophobic are included.
<b>Autumn 2 -</b> Dreams and Goals	Includes goal-setting, aspirations, working together for common purposes such as organising fundraising events.
<b>Spring 2 -</b> Relationships	Includes understanding friendship, family and other relationships. Also, ways of conflict resolution and use of communication skills.
<b>Summer 1-</b> Healthy Me	Includes drugs and alcohol education and healthy lifestyle choices. Also, discussions about mental health such as self-esteem and confidence are included too.
<b>Summer 2-</b> Changing Me	Includes Relationships and Sex Education (RSE) in the context of looking at change.

## Teaching and Learning

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. Inclusivity is at the heart of our PSHE and RSE curriculum. 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. 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.

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 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
- We only use names when giving compliments or when being positive

Weekly PSHE learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2 PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our subject led curriculum are exploited and specific events and activities are planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

The themes of personal development are further reinforced through the behaviour policy, which supports pupils to reflect on their behaviours and to think about what they could do differently next time, and our 'yes to success' rewards for focus, resilience, enquiry and creativity. Where appropriate some classes use worry boxes to encourage children to voice their concerns. Our eco council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. The school is actively involved in the Healthy Schools Award.

## Parental Involvement

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are informed through curriculum leaflets, the school website and the Headteacher's bulletin. The parents section of our school website, "Keeping your child safe", offers a wide range of advice and guidance to support parents. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement. We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St Johns Ambulance service, Coram Life Bus to deliver aspects of the PSHE curriculum where possible.

Relationships and Sex Education (RSE) is currently taught in the summer term and is embedded in the PSHE curriculum of the school. This aspect of PSHE will be further developed this year in line with the statutory and non-statutory elements that have been introduced. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE makes 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.

Our RSE teaching and learning is set within a context that is consistent with the school's vision and values:

- It is based on inclusive principles and values emphasising respect, compassion, loving care and forgiveness. It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and belief.
- 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.

## **Withdrawal from RSE Lessons**

Parents/carers have the right to withdraw their children from the Sex Education aspects of the curriculum but the relationship and health aspects are statutory and so pupils cannot be withdrawn from them. The same is true for any content that is included in statutory National Curriculum Science. Those parents/carers wishing to exercise their right to withdraw their children from sex education 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.

Parents are fully informed in advance of the subjects that will be covered and the ways in which they will be taught. Parent workshops will be held to allow parents to view the materials and raise any concerns. Materials will also be available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

## **Dealing with Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE 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 that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 they will be well prepared through CPD to deal with issues that arise and will always follow the school safeguarding and behaviour policies as appropriate with regard to disclosures or incidents that arise as a result of PSHE lessons.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

## Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through book looks, planning scrutiny and observations. All monitoring will aim to ensure that PSHE provision is consistent and coherent and in line with the school curriculum. Evaluation will be based on.

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. General comments about PSHE will be included in annual reports to parents.

## Training and Support for Staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, 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.

## Links with Other Policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy
- SEND Policy
- Learning and Teaching Policy

## **Confidentiality and Child Protection Issue**

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. New Wave Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Child Protection Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

<i><b>Policy reviewed</b></i>	September 2021
<i><b>Adopted by Governing Body</b></i>	October 2021
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