



Inspiring Learners, Growing Together

Castlethorpe First School • North Crawley CE School • Sherington CE School • Stoke Goldington CE School
St Andrews CE Infant School • Newton Blossomville CE School

The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness. Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.

“Whatever we do, we work at it with all our heart”

Colossians 3:23

Policy for Personal, Social and Health Education and Relationships Sex Health Education (PSHER)

Introduction

PSHER helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives in order to become informed, active and responsible citizens.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should be taught within a broader PSHER education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line: keeping physically and mentally healthy; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Intention

All children are to be given equal access to PSHER curriculum. Pupils with special educational needs should follow the same PSHER education programme as all other students. Careful consideration is given concerning the level of adaptation needed, in some cases the content or delivery will be adapted. Teachers and/or teaching assistants will work with individual pupils where required and if appropriate.

The aims of PSHER across The Village Schools Federation are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, age appropriate information (may not be relevant for 4-7 year olds but may have older siblings) 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
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to appreciate difference and diversity

- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Promote safety in forming and making relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health: and how to stay safe online
- Help pupils develop feelings of self-respect, confidence and empathy

Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

Across the VSF we teach RSE as set out in this policy

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. The EHT has pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents were sent the policy for information and to comment on
4. Pupil consultation – we investigated what pupils understood was a healthy relationship and added any content accordingly
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition - RSE

- 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

Our curriculum is set out as in the curriculum skills map but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of PSHER

RSE is taught by all teachers within the personal, social, health and economic (PSHER) education curriculum.

Other subject areas contain elements of PSHER:

- PE
- Science
- RE
- Computing
- Collective Worship

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and (people who care for me) close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

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).

Wider school aims/ethos

Personal social and health education enables our children to become healthy, independent members of our school communities and the wider society. We encourage pupils to play a positive role in contributing to the life of the school and to the wider community. We encourage children to be the best that they can be and work together in unity. We aim to inspire our children to want to make a difference and to live out our Christian values in practise.

Implementation

In key stage 1 we follow the curriculum set out in the PSHE Association documentation. Some areas of PSHER are taught discreetly and some are taught as part of other subject areas e.g. geography (our responsibility for the environment).

In EYFS it is covered through Personal, Social and Emotional Development and Understanding the World (People and Communities). As part of our commitment to 'Planning in the Moment' staff use every child to lead opportunities to foster this.

Impact measures

Children must be included in their own assessment. (See page 4 PSHER Association). Personal reflection in PSHER education lessons is essential, ensuring pupils have time and space to reflect.

Teachers assess the children's work in PSHER and record their progress. Children in Early Years are assessed against the Early Learning Goals and Characteristics of Learning and this is recorded on target tracker.

Children's progress is discussed at parent's evenings and reported to parents at the end of each year.

Roles and responsibilities

The PSHER leaders are responsible for writing the medium-term planning using the curriculum framework. The governor for PSHER is responsible for meeting once a year with the PSHER leader, for discussing subject strengths and areas for development, and for reporting these to the governing body. The governor with responsibility for PSHER is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The Executive Head teacher is responsible for ensuring that PSHER and RSE is taught consistently across the federation, and for managing any requests to withdraw pupils from components of RSE

Staff are responsible for

- Delivering PSHER in a sensitive way.
- Modelling positive attitudes to PSHER
- Monitoring, recording and reporting on progress
- Responding to the needs of individual pupils.

Homework/parent partnership: Our learning is evident on the schools websites. On occasions homework will focus on a PSHER skill.

Other documents and appendices:

The PSHER policy should be read in conjunction with:

PSHE Association materials (online subscription)

Collective Worship Policy

RE Policy

Science Policy

Mental Health and Wellbeing Policy

Computing/Online safety policy.

VSF long term planning

Curriculum skills map for PSHER

Written by: VSF PSHER Leads

Review: 2025 or in line with updated guidance