

Cronton C.E. Primary School PSHE (Personal, Social, Health Education) Policy
(Including Relationships and Health Education statutory from September 2020, and our position on Sex Education referencing Church of England Schools' documents)



Believe Enjoy Succeed Together
"I can do everything through God who gives me strength"
Philippians 4:13

Cronton CE Primary School

The KEYS Curriculum

Knowledge and skills
Empower
You to
Succeed

Keys To Success





KEYS Curriculum

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning; starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that **Knowledge and skills Empower You to Succeed**.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high of expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

Our KEYS Curriculum:

Develops each child with, **KNOWLEDGE**, **SKILLS** and **VOCABULARY**. It is broad, balanced and has clear progression which is sequential in these areas

It is filled with rich purposeful first-hand experiences and uses sourced expertise. It develops values and the learning attitudes of **INDEPENDENCE**, **PERSERVERENCE**, **CURIOSITY**, **TEAMWORK** and take **RESPONSIBILITY** to always be the **BEST** we can be.

We want our children to show **RESPECT** and have **RESPONSIBILITY** to each other and in all aspects of life. It embraces children's knowledge and understanding of the developing world we live in, from our **COMMUNITY**, modern multi-cultural Britain and as a Global Citizens of the future.

Intent

Jesus said 'Let the children come to me.' (Mt 19).

As part of LDST (Liverpool Diocesan Schools Trust) Cronton C.E. believes that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives. Through an agreed approach to PHSE and RSE, we believe that we can promote the development of the whole child so that children can grow in **wisdom and stature**, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST and Cronton C.E. believe Teachers, Parents, Carers, Pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish.



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PSHE supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Fundamental British Values are:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

An overview of these are linked to our PSHE Curriculum is attached in **Appendix 2**.

The school seeks to enhance the Spiritual, Moral, Social and Cultural development of our pupils by focusing on a key Christian Value each half term. These are learned over a period of three years. We believe these are key values for people of all faiths and none for living productive and successful lives.

Year One	Year Two	Year Three
Service	Hope	Generosity
Humility	Friendship	Justice
Compassion	Creativity	Perseverance
Forgiveness	Courage	Responsibility
Trust	Respect	Truthfulness
Wisdom	Peace	Thankfulness

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”



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Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Cronton C.E. School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Attributes of a Good PSHE Learner

- High self esteem
- Self regulation
- Maintaining positive relationships
- Aspiration and resilience
- Assertiveness
- Creativity
- Tolerance and understanding of differences and similarities
- Reflectiveness
- Empathy

The Christian Values, our Christian Vision and our school motto BEST (Believe, Enjoy, Succeed, Together) are the heart of what we do. The PSHE curriculum fosters and develops our Learning Attitudes as an integral part of our lessons.

Cronton C. of E. School aims through PSHE to:

- Adopt a whole school approach to PSHE and RSE in the curriculum, which fulfils the entitlement of every child to learning in these areas.
- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds. (CURIOSITY)
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity (TEAMWORK)
- Develop in children a sense of moral responsibility and self-discipline. (PERSEVERANCE and RESPONSIBILITY)
- Develop spiritual awareness in children.
- Enable children to understand the British Values and how they relate to their everyday life.
- Help and support children through physical, emotional and moral development
- Equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle. (INDEPENDENCE)

Cronton C. of E. School aims through the Relationships aspect (**included within PSHE**) to:

- Meet the requirements of the DfES guidance on RSE.



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- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- Enable children to move with confidence from childhood through adolescence to adulthood.
- Enable children to live confident and healthy lives
- Ensure children are aware of personal space and their right to privacy
- Teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- Develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
- Ensure that all children understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do
- To ensure that all children
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
 - ✓ develop their self-esteem, body confidence and sense of responsibility.
 - ✓ are able to name parts of the body and describe how their body works.
 - ✓ are prepared for puberty.
 - ✓ can protect themselves and ask for help and support.
- Enable children to understand how a baby is conceived and born. (Year Six Science National Curriculum)
- For children to have confidence in and know established systems to report abuse, knowing their concerns will be treated seriously.

Implementation

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, intellectual, emotional, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Cronton C.E. School, we teach **Personal, Social and Health Education** as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We deliver a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area, using resources predominantly from the Jigsaw PSHE programme where appropriate to the needs of our children and community.

The overview of the learning objectives of the programme can be seen on the school website and is attached as an appendix to this policy. (**Appendix 1 Long Term Overview**)

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we predominantly use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document: **Appendix 3 National Curriculum Mapping** and statutory Relationships and Health Education, shows exactly how using the selected Jigsaw resources enables our school to meet the statutory Relationships and Health Education requirements.

RSE is integrated within the wider themes of the Personal, Social, Health, Curriculum and will be delivered through the discrete PSHE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other



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risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Implementation: What do we teach when and who teaches it?

Whole-school approach

- All areas of PSHE for the primary phase including statutory Relationships and Health Education are delivered through our PSHE lessons using resources predominantly from the Jigsaw Programme.
- PSHE is delivered throughout the whole school from EYFS to Year Six. Each theme is introduced through an assembly, delivered to each class or to the whole school together.
- PSHE is a subject that lends itself easily to equal opportunities and children with special needs are catered for by the adaptation of the work when necessary, to ensure full participation. Reference may also be made to the Equal Opportunities and Special Needs policies. Teaching is sensitive to the individual circumstances of children in the class.

The table below gives the learning theme of each of the six puzzles (units) and these are taught across the school; the learning deepens and broadens every year. The Long Term Overview (Please see Appendix 1) provides further detail on the unit content for each year group.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with changes and learning about puberty in Upper Key Stage Two. Sex Education is taught through the Key Stages Science Animals Including Humans Reproduction in accordance with the national Curriculum expectations.



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Medium Term Planning

Being Me in My World Puzzle Map - Ages 7-8



Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

© Jigsaw PSHE Ltd

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box, Jigsaw Jino, coin and medal template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, feelings bag with cards, flipchart paper, Nightmare school, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Nightmare school sheet (from previous Piece), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, scenario cards, post-its, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I can make responsible choices and take action	I can work cooperatively in a group	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, A3 paper, Post-It notes, Sam's letter, timer, space to display Post-Its, materials for designing a card, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter *	6. Owning our Learning Charter	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, 'What do we see?' picture PowerPoint, Learning Charter, Jigsaw Jino, certificates, mood board for last Piece (lesson), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

The medium term plans outline the key objectives for the unit which is delivered through six discrete lessons and resources that will be needed.

Lesson Format:

Each lesson within a unit follows a similar format across the school in an age appropriate manner.

1. Play the song for current half term.
2. Remind children of charter and expectations of how we listen and respect what is said in our lessons.
3. Connect Us – short game to engage the children, usually to help them see similarities and differences between them and connect them as class.
4. Calm Me – teaching the children Mindfulness techniques.
5. Open My Mind – introducing the lesson objectives.
6. Tell Me/Show Me
7. Let Me Learn
8. Reflect – children reflect on what they have learned (against lesson objectives).

At Cronton C.E. School we allocate at least 30 minutes to PSHE discrete lessons each week, to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and reward systems,
- Good to be Green



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- Through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Our Gardener and Seedling programme is an example of this in action.

Additional Opportunities to enhance PSHE Curriculum

Whole School

Each class undertakes at least one day trip each academic year.

Participation in Church Services involving the wider community – Reception Welcome, Harvest and Nativity Services (Including village Ecumenical Service), Leaver's Service in the Cathedral.

Picture News - Each week chooses a current news story, provides an image, a thought-provoking question and a variety of teaching resources.

Support for chosen charities: ACE, (Tanzanian School), Food Bank

E- Safety and Anti- Bullying Weeks – Bully Busters workshops

After school clubs – with participation in Children's University

R	Y1	Y2	Y3	Y4	Y5	Y6
Ears/eyes/height/weight checks	Hand Washing/ Personal Hygiene	Hand Washing / Personal Hygiene	Maypole at Cronton Gala	Wider Opportunities Musical Instrument Learning	Two Night Residential	Two Night Residential
Hand washing/ Personal Hygiene	Road Safety	Road Safety	Wider Opportunities Musical Instrument Tasters		Young Leaders Award	Young Leaders Award
Healthy Eating and Teeth	Gardener/ Seedling development				Bike Ability	Crucial Crew
Gardener/ Seedling development					Debt Management	Bike Ability
					Gardener/ Seedling development	Debt Management
						Gardener/ Seedling development

Class teachers deliver the weekly lessons to their own classes, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during PSHE/RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and, balanced approach in the handling of any controversial issues.



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Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

“The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

“The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.”

- Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.
- The expected outcomes for each of these elements and how our PSHE programme covers these can be found further on in this policy Appendix 1 and Statutory Relationships and Health Education.
- It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.
- Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)
- The expectations for each year group across the six themes of learning are set out in the **PSHE Learning Outcomes Overview. (Appendix 1)**

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

- Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.
- The expected outcomes for each of these elements can be found further on in this policy Appendix 1 and Statutory Relationships and Health Education.
- It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.
- Also, **teaching children about puberty is now a statutory requirement** which sits within the Health Education part of the DfE guidance within the ‘Changing Adolescent Body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).
- Again, the mapping document transparently shows how the whole-school approach spirals the learning and meets all statutory requirements.



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Sex Education

The DfE RSHE/RSE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '**should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born**'.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17 only **where this exceeds the expectations set out in the National Curriculum for Science.**

Puberty

At Cronton C.E. School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle unit in Upper Key Stage Two.

Sex Education

- We conclude from the DfE Guidance that sex education refers to Human Reproduction from conception to birth. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.
- Because this **does not exceed** the expectations for the Primary Science Statutory requirements, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact either Mrs Thomson or Mrs Jones.

Impact

By the time our children leave our school they are:

- able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- able to appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- able to understand and manage their emotions
- able to look after their mental health and well-being
- able to develop positive, healthy relationship with their peers both now and in the future.
- able to understand the physical aspects involved in RSE at an age appropriate level
- respectful of themselves and others.
- equipped with a positive self esteem

Our PSHE and RSE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)



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- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition \(updated summer 2019\)](#)).

Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up. Therefore before any RSE lessons all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions.

We recognise that parents can exercise their right to withdraw their child from the RSE programme if they so wish, but not from Sex Education that is part of the Science Curriculum. Any requests must be made in writing to the headteacher.

Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Appendix 1

[Long term Plan \(Attached as a separate document.\)](#)



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Appendix 2

British Value Links Across the PSHE Programme (See Attached document)

Appendix 3

PSHE National Curriculum Mapping (See attached document)

Appendix 4

Monitoring Audit for Governors

This checklist is to support the school's process of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			



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There is a designated senior member of staff responsible for RSE in the school.			
There is a designated governor to monitor RSE.			
Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.			
The school has in place a range of resources to meet the age appropriate needs of all pupils.			
Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered.			
Parents / carers are regularly made aware of how RSE is taught throughout the school.			
Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school has in place a plan to support parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home.			
The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers.			
Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE.			
The policy and programmes take into account issues related to equal opportunities.			
The policy and programmes takes into account the Church of England Education Office guidance document: Valuing All God's Children 2019.			



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<p>There is a confidentiality clause in the RSE policy, developed in consultation with representatives across the school community. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.</p>			
<p>Next Steps:</p> <p>Completed by: _____ Date: _____</p>			

Appendix 4

Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. The Sex Education element will be delivered in an age appropriate manner through the National Curriculum Science lessons in the unit Animals Including Humans which are therefore statutory lessons. These sessions will be delivered by the class teachers.

We would like to invite you to view the materials and resources that will be used to teach your child's class. These are available on the website under the PSHE Consultation tab due to the current COVID restrictions on social gatherings. Any questions you may have may be raised with the teacher, Mrs Thompson or Mrs Jones.

Yours sincerely

Appendix 5

Resources

Let's Work Together – Lucy Emmerson

Jessica Kingsley Publishers ~ £12.99

A practical guide to schools and parents working together in this area

Messy Church – Real Me – Bishop Rachel Treweek

The Bible Reading Fellowship 2017



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The Underwear Rule

www.nspcc.org.uk

Early Years Foundation Stage

Getting Started – Early Years

Stonewall 2017

education@stonewall.org.uk

www.stonewall.org.uk/get-involved/education

Key Stage One

Love and Sex Matters KS1

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2

RE Today Services

www.retoday.org.uk / admin@retoday.org.uk

1020 Bristol Road

Selly Oak

Birmingham

B29 6LB

Liedentity – Gloucester Diocese ~ UKS2 / KS3



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<https://www.gloucester.anglican.org/parish-resources/communications/liidentity/>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Internet safety resource, inclusive of materials on Social Media Photos & Selfies