

Denton and Harlaxton Church of England Schools



Learn
Encourage
Aspire
Respect &
Nurture



PSHE, including Relationship and Sex Education Policy

Document Management

Changes Made: **Yes** / No

Policy : Sex & Relationships	Date	Signatures of Chair Of Curriculum /Standards & Head
Last Reviewed:	Autumn 2024	
Admitted as school policy:		
Lifespan:	1	
Date of next review:	Autumn 2025	

This easy to remember statement sums up our vision for our children within our community.

Together we can...

Learn

Encourage

Aspire

Respect

Nurture



And the child grew strong; he was filled with wisdom, and the grace of God was on him Luke 2:40

We believe in a collaborative approach – developing the whole child by developing the whole community together. As an inclusive church school, we use positive and consistent expectations to help all members of our community to flourish. We work towards achieving excellence in all we do, and we recognise the value of everyone in our school and seek to enable all to become agents of positive change in the world.

DENTON and HARLAXTON CE SCHOOL

Policy Statement

Sex and Relationships Education

At Denton and Harlaxton CE Schools we want to promote:

- the spiritual, moral, cultural, mental and physical development of children
- the preparation of our children for the opportunities, responsibilities and experience of adult life
- the majority views of our consulted parental body on sex and relationships education
- a full understanding of content and manner of delivery for everyone
- an appropriate understanding of the body's changes in respect of physical development. Ensure that all children leave Denton and Harlaxton Schools with a full understanding of puberty and menstruation
- a framework of morals and values promoting respect for self and others, responsibility for actions, responsibility to family (whatever the family structure may be), friends, school and wider community.

Our schools' vision is:

Together we ... Learn, Encourage, Aspire, Respect and Nurture.

The Department for Education (DFE) have produced statutory guidance, which states that from September 2020 all Primary Schools must deliver Relationships education. This policy aims to outline our schools approach to Personal, Social and Health Education (PSHE), which will cover both Relationship and Sex Education along with developing skills and understanding in Mental Wellbeing, Physical Health and Healthy Eating.

Relationship Education, as defined by the DFE, will focus on the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Parents will not have the right to withdraw their children from the teaching of relationships or health education as set out in the new statutory guidance.

PSHE Curriculum

As a school federation, we have identified that children benefit from the teaching of skills in a number of areas. These include how to get along with others, sharing and taking turns, developing relationships, dealing with emotions, keeping themselves safe and how to keep themselves healthy. This reinforces the values of our school as delivered by our school values and the elements of Respect and Nurture as detailed in our schools' vision statement. The DFE believes that this curriculum change will enable children to have happy and successful adult lives by providing them with the knowledge to make informed decisions about their wellbeing, health and relationships.

The curriculum that will be delivered, is that detailed by the DFE and the PSHE association using the PSHE Association programme builders as our starting point, enabling teachers to personalise for the requirements of their class. The use of these resources was consulted with Staff, Governors and Parents, receiving overwhelming support.

Curriculum

The PSHE curriculum, which includes relationship education, will be delivered on a weekly basis and covers a range of topics over the year. Each year group will visit a similar theme, with it being covered in greater detail in older year groups however, always age appropriately. Detailed below are the topics covered during each term. (See appendix for further details of expected outcomes to be covered by the end of primary school). Whilst growing and changing is a new addition to the scheme of work provided by the PSHE association, we will continue to deliver sex education in the same way and once a term as before.

Autumn Term:

- Families and Friendships
- Safe friendships
- Respecting ourselves and others

Spring Term:

- Belonging to a community
- Media literacy and digital resilience
- Money and work

Summer Term:

- Physical and mental wellbeing
- Growing and changing
- Keeping safe

Learning within PSHE will support the learning within the Lincolnshire Agreed Syllabus for RE but also complement the already established Christian values and ethos within the schools, along with their understanding of British Values and Protected Characteristics. In addition, it will support the children's development in becoming well-rounded and responsible individuals, which further reinforces the restorative practices for behaviour as detailed within the behaviour policy.

Classroom delivery and assessment

All sessions will be planned for and delivered by the classroom teacher. Teachers will take into account their knowledge of their class's needs, current understanding and any special requirements when planning for a particular topic. Teachers will ensure that all sessions are fully inclusive and that children feel able to share their thoughts, opinions, and that they are valued. All lessons and activities will be age appropriate and children with special educational or behavioural needs will be supported so that they can access the learning and benefit from the sessions.

A class book will be collated over the course of the year so that children can go back to topics covered to help them review their learning, access ideas or support to help them.

Children will complete an initial piece of assessment at the beginning of each topic to establish a baseline understanding and then return to it at the end of the series of lessons to show the development of their understanding and knowledge. Children will be encouraged to reflect on their progress made during each PSHE session and over the period of the topic covered. Children will be able to draw upon and use some of the ideas and strategies discussed in these sessions to support them with any incidents that may occur, supporting them to be confident and responsible members of our school community. Children will have the opportunity to share their thoughts, ideas and help to shape and amend plans and activities via pupil voice.

Session Format

The session will take place on a Monday. Sessions may include a circle-time type discussion, reviewing previous learning or children completing an appropriate activity. The session may not always result in a written outcome, but an entry into the class book or collection by photograph or teacher comment will be made so that it can be drawn upon in future learning or by the children later.

Teachers will ensure that children feel safe within the learning environment and a set of ground rules will be established so everyone feels able to contribute and have their own opinion. The teacher will handle any issues that arise sensitively, and should any disclosures be made during discussions, teachers will refer to the safeguarding policy and report to a member of the safeguarding team.

Children within Years 5 and 6 within both schools, participate in sex and relationship sessions provided by Positive Health. These are in addition to the weekly PSHE sessions and form part of the Sex Education provision as detailed below. It is during these sessions that single sex relationships and LGBT may be discussed. All sessions are carried out in a sensitive and age appropriate manner.

Dealing with Sensitive Questions

Inevitably, children may ask questions as part of the discussion in the classroom, which the teacher feels are sensitive or should not be answered as part of a whole class discussion. If this occurs, the teacher may answer the question sensitively and, in an age-appropriate manner if they feel it is appropriate. However, they may feel it is more appropriate to have a conversation with the child's parent so that conversations can be carried on at home.

Mental Health

The aim of this section of the policy is to set out how our schools:

- Promote positive mental health and wellbeing
- Aim to prevent any issues
- Support children with mental health and wellbeing

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

At our schools we aim to promote a supportive, nurturing and encouraging environment for all members of our school community. We recognise that mental health is just as important as physical health.

We want all children and adults to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and where they can go if they need help and support.

Our intention is to help develop the factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.

- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Promoting positive mental health and wellbeing

The school promotes positive mental health and wellbeing in a number of ways. Children and members of our school community are encouraged to use our schools' vision, aims & values. By children 'sharpening the saw' they are taught ways to look after themselves both physically and mentally also highlighting the benefits of doing so.

Children are taught strategies to improve their resilience in learning. The school uses growth mindset to illustrate that mistakes in learning are how we move forward and that effort and hard work enable children to be successful and reach their potential.

Furthermore, through our Mindup curriculum children learn about being more mindfully aware, focussed and how their brain functions to help them gain insight into their minds, decision making and behaviours as well as the people around them.

There is a robust procedure of sharing information for children who are making the transition to secondary school. Children are visited by members of staff from their new schools along with trial days. Should children require extra visits to ease anxiety or support children with an additional need these are accommodated as part of the transition process.

As detailed in the Behaviour policy, the schools adopt a restorative approach to behaviour to help resolve situations and to aid and support children in the resolution of any problems or issues they may have.

Children have lots of opportunities to take part in after school activities that encourage them to be active or develop non-academic skills which promote confidence and self-esteem. In addition, the school actively encourages all children to represent the schools in inter-school sporting competitions. This not only highlights the importance of physical exercise and wellbeing to all, but also of being part of a team, taking part, trying new activities and builds a sense of pride.

Preventing mental health issues

Mental health and wellbeing features heavily in the proposed PSHE curriculum. During the teaching of PSHE, there will be specific lessons to enable children to identify their emotions and strategies taught to support them in dealing with any issues that may arise. Within the PSHE curriculum, even when mental health and wellbeing is not the specific focus on the lesson, there are lots of opportunities to cross over into this area and support further wherever required.

Children take part in active learning. The benefits of physical exercise on mental health and wellbeing are well documented and as a school feel it contributes to improved resilience and focus on learning.

Supporting children with mental health and wellbeing

Children who may suffer with issues in mental health or wellbeing are supported in a number of ways. There is a robust process of referral to our SEND team. Teachers are able to refer internally to highlight concerns they may have about an individual child. Assistant SENDCo Janet Mackay, has a coordinating role over these referrals and acts as our schools' Mental Health Lead. There are a range of resources that can be accessed including in house support from our ELSA trained staff along with other members trained in a variety of intervention such as Fun friends and Lego therapy which can be utilised to support where needed.

Additional training and support is provided to staff so that they are able to recognise the early signs of any mental health issues along with strategies to support children who may be experiencing difficulties. Staff are also able to access free support and learning from the MindEd learning portal should they wish to find out more information about a specific issue. <https://www.minded.org.uk/Login>

Staff mental health and wellbeing

The school and governors value the contributions made by all our members of staff. Decisions made are always considered with workload in mind as well as what is right for the continuing journey of the school. With this in mind, the schools have tried to streamline procedures so that excess time is not wasted on unnecessary tasks. We have worked to change our marking strategy to reduce the amount of time teachers spend on post lesson marking; in addition, we have updated and remodelled our behaviour policy to ensure that staff feel supported and that there is a robust system in place. We ensure that there is no need to gather or input needless data with assessment points being set at 3 times per year. Frequent discussions take place regarding staff workload and well being with all members of staff and feedback is taken on board and actioned when appropriate and in the best interest of both children and adults. Our school aims are for all members of our school community and staff are encouraged to use them with the principles of prioritising, and trying to strike a balance by using 'sharpening the saw'. Should staff feel that they need extra support, senior leaders are happy to help where practicable and staff can access additional support free of charge through SERCO. Details of this are confidential, do not need to be organised through the school and are displayed in the staff room for all to access.

Sex and Relationship Education

An agreed definition of sex and relationships education adopted from the DfE guidance 2000 (Ref 0116/2000)

It is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge & understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

Relevant Content at Key Stage 1

Children will:

- Learn about life cycles
- Differences between male and female
- Enable children to reflect on differences between male and female other than physical differences
- Name different parts of the body, including private parts and explain how they are identified
- Understand what to do if someone says something mean about your body
- Develop a positive body image
- Name different objects that can keep us clean and the importance of keeping clean and healthy
- Learn that we grow and change as do all living things
- Learn that some changes are social, that we become more independent and able to think about others as well as ourselves.
- Learn about identity and self-esteem, and reinforce the belief that we are all special

Relevant Content at Key Stage 2

Building on their knowledge and skills from Key Stage 1, children will:

- Learn about some of the emotional and physical changes which occur during puberty
- Consider some of the changes over which we do have control
- Consider the physical and emotional changes that take place as girls and boys go through puberty
- Address concerns and worries of young men and women
- Make boys more aware of the changes that occur as girls become young women
- Make girls more aware of the changes that occur as boys become young men

- Consider what private and personal means and what would be considered as a safe or unsafe touch
- The importance of keeping clean and healthy
- Explore how babies are made
- Explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships
- Learn how a baby develops in the womb during pregnancy and how babies are born
- Consider the needs of babies before and after birth
- Enable children to reflect on roles and relationships in the family

Who will provide the programme?

The programme will be delivered principally by the class teachers who know their children best. Other appropriate professionals such as community police officers, will be called upon for assistance and advice as and when required.

Programme support

- considerable elements of the learning take place within the 'Hidden Curriculum' – that which is imparted through attitude, expectation, increasing children's responsibilities and teacher example – this informs and evolves the 'Whole School Ethos'.
- as part of the National Curriculum PSHE&C (Personal, Social and Health Education & Citizenship) programme
- through the use of our school values
- as part of National Curriculum 'topics'
- through planned aspects of the Science curriculum
- during assemblies
- NSPCC assemblies and workshops
- Lincolnshire stay safe partnership workshops
- Positive health workshops (years 5/6)
- through Religious Education and the study of other cultures
- through occasional planned visitors, e.g. the school nurse, police officers, health visitors etc.
- through story time sessions
- during circle time sessions

Dealing with specific questions from children

During lessons or after video programmes, it is possible that other sensitive issues, e.g. homosexuality, HIV, contraception, abuse etc may be raised by the children. Where the enquiry is of a general nature and the teacher feels that a general answer to the class would be suitable s/he will give a simple and reasonable reply providing s/he feels qualified to do so and that the question does not come outside the remit of this policy.

If the teacher feels the question is better answered on an individual level, or to be referred back to parents, s/he will do so sensitively and under appropriate circumstances. It may be appropriate to simply inform the child that the issue will be dealt with at secondary school but they may wish to discuss it with their parents or carers if they are concerned by it.

Teaching methods

All usual teaching methods will be employed. However, for some aspects of the programme it may be more appropriate to teach boys and girls separately, depending on the needs of the group and the feelings of the teacher.

The right to withdraw

All parents/carers have the right to withdraw their child from all or part of the above programme with the exception of those parts included in the Statutory National Curriculum. On receipt of this policy, parents will be required to indicate their wishes. However, parents will be given the opportunity to view the content of the lesson before this is shown to their child. Parents may adjust their wishes at this point.

Should a child or group of children be withdrawn, they will receive an alternative lesson based on the school's Personal, Social and Health education.

Assessment and Reporting

- Assessment takes place according to National Curriculum Attainment Targets and internal assessments used in school.
- For other aspects of this policy, assessment takes place through observation, marking children's work, talking to children and feedback from parents, governors and staff
- Details of children's progress are reported annually through the written school report to parents.

Equal Opportunities

In the teaching and delivery of this policy, we seek to provide for the particular needs and aspirations of every child and adult within the school community, regardless of physical ability, special needs, gender, religion, race or culture.

Resources

A range of resources are available and will be added to over time. Our base resource is the Growing up with Yasmin and Tom programme provided by the Family Planning Association (FPA) consisting of presentations and worksheet resources. This resource is accredited by the PSHE Association. Upper key stage 2 may also utilise workshops from Positive Health.

We use it as follows:

Years 1 and 2

My brilliant body: Recognising that all bodies are different and can do different things.

Keeping clean and taking care of myself: Naming things that can be used to keep me clean and the importance of being clean and healthy.

Naming body parts: Naming different parts of the body including personal and private body parts.

Years 3 and 4

Naming body parts: Naming different parts of the body including personal and private body parts.

My Personal and Private body parts: Labelling personal and private body parts and to understand the difference between a safe and unsafe touch.

Body care: identifying parts of the body that need to be kept clean as we get older.

Year 4 - Changes at puberty: identifying some of the changes that occur during puberty and who to talk to for support.

Years 5 and 6

Periods: Understanding what Menstruation is.

Wet dreams and Masturbation: Understanding what wet dreams are and to be able to explain what masturbation is.

Making babies – assisted fertility and multiple births: Understanding how babies are made and assisted fertility.

Making babies – pregnancy and birth: to understand what pregnancy is and how babies are delivered.

Appendix: By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure,

	<p>and how people choose and make friends.</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online

	<p>including when we are anonymous.</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Be safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are

	<p>behaving is appropriate and proportionate.</p> <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss,

	<p>or unexplained changes to the body.</p> <ul style="list-style-type: none">• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries.