EXCEPTIONAL IN ALL WE DO

St. James' Blackburn
CE Primary School

PSHE Policy

'You shall love your neighbour as yourself.'
Matt 22v39

Date Agreed by Governors: 8th July 2021

Review Date: July 2024

School Vision

Guided by our Christian Values, we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

School Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone' (Peter 1 2.17)

School Values

The school has nine school values, underpinned by 3 core Christian Values of:

Courage
*'*Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Love
'Serve one another in love' (Galatians 5.13)

Respect
'Show respect to everyone' (Peter 1 2.17)

Consultation has taken place	The school workforce	Governors	Families	
	January 2020	January 2020	February 2020	
Date formally approved by Governors:	**8th July 2021**			
Date policy became effective:	**1st September 2021**		**Review Date: July 2023**	
Person(s) responsible for implementation & monitoring	**SLT**			
Links to other relevant policies	Safeguarding	Behaviour	Online safety	Visitor protocol
	Confidentiality statement	Anti-bullying	SEND inclusion	Equalities

Purpose

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St James' Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship or family relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

This policy covers St James' school's approach to statutory guidance on Relationships Education, Health Education (HRE).

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Health Education is a programme of work about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

PSHE is important because it is a core part of wider work for helping children and young people to understand ways to live that are fulfilling and life giving. High-quality relationships education (RSE) helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life.

The policy was produced by St James' through consultation with the Governors, staff, parents, pupils, Blackburn Diocese and Local Schools.

The policy and further information is available for parents and carers on the school website.

Aims

The aims of relationship and sex education at St James' CE Primary School are:

• To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.

• To enable pupils to understand the qualities of healthy relationships based on Christian principles, including marriage and lifelong commitments as a basis for sexual relationship.

• To prepare children for healthy relationships in an online world.

• To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.

• Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.

• Create a positive culture around issues of sexuality and relationship.

• To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.

• To know how to 'love your neighbour' even when we might disagree.

Values that underpin this policy

St James' PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils in line with the Church of England's vision for Education 2016:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.'

Curriculum Relevance

While promoting the values above, we will ensure that pupils are offered a balanced and contextualised programme of learning by using relevant local data and school information related to relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community, this may include Health Needs Assessment, Health LSIP, Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

Intended outcomes

The learning outcomes of our programme will be that pupils will:

- Know and understand about Health and Wellbeing, Relationships and Living in the Wider World, and economic wellbeing and being a responsible citizen.
- Develop essential skills and attributes of personal effectiveness, interpersonal and social effectiveness and managing risk and decision-making.

Overarching concepts developed through the Programme of Study will be:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

2. Relationships (including different types and in different settings, including online)

3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world

5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. Career (including enterprise, employability and economic understanding)

Safe and supportive learning environments

St James' aims to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. Members of staff are expected to be role models for positive interpersonal relationships.

Particular attention may need to be given to vulnerable children. Vulnerable children are any children who may face barriers to achieving their full potential. All children at St James' are vulnerable because of their age. However, certain key groups are potentially more vulnerable than others and may require additional support. These groups could include:

- In year admissions
- SEND
- Disadvantaged (Pupil Premium)
- Minority faith/ ethnic groups
- EAL
- Children with Safeguarding concerns
- Attendance concerns
- Children at risk of exclusion
- Mental Health and wellbeing

It is important that staff follow up any concerns relating to vulnerable children through the correct school procedures.

Mental Health

School has a role to play in supporting children and adults to be resilient and mentally healthy. Wellbeing is promoted through the curriculum alongside spiritual development.

Any concerns regarding wellbeing or mental health should be reported to vulnerable group leads through the normal safeguarding procedures. Support will be put in place as necessary. It may include referrals to other agencies or ELSA work in school.

Mental health first aiders and can provide support and deal with crisis situations.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through quality first teaching, differentiated curriculum where needed and support.

Teaching will take into account the ability, age, development and cultural backgrounds of St James' young people and those with English as a second language to ensure that all can fully access PSHE education provision.

Social learning is promoted and pupils are expected to show a high regard for the needs of others through the value of respect.

PSHE is used as a vehicle to address diversity issues and to ensure equality for all.

St James' Equality Statement and Policy states that equality should:

'Permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St James' CE Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Single Equalities Act 2010).

At St James' CE Primary School our admissions arrangements are fair and transparent. We aim to provide all our pupils with the opportunity to succeed and reach their full potential. The achievement of pupils will be monitored by the Headteacher and other leaders as appropriate in light of the protected characteristics outlined in the Equality Act 2010. This data will be used to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

The policy outlines the commitment of the staff and governors to promote equality by providing a working environment free from discrimination, bullying, harassment and victimisation'.

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Relationships Education part of the basic curriculum for primary pupils and therefore compulsory at primary schools.

The statutory guidance includes a section on Relationships Education which makes clear that in primary schools the focus 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 guidance on Sex Education remains unchanged from 2000, primary schools can decide whether to teach beyond national curriculum science. St James' has decided not to teach Sex Education beyond the science curriculum.

By the end of Primary School intended outcomes for Relationships Education are that pupils should know:
Aims of Relationship Education:

1 Families and people who care for me
•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.

2 Caring relationships
how important friendships are in making us feel happy and secure, and how people choose and make friends.
• 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.

3 Respectful relationships
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.

4 Online relationships

•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-to-face relationships, including the importance of respect for others online including when we are anonymous.

• 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.

5 Being Safe

•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.

By the end of Primary School intended outcomes for Health Education are that pupils should know:
Aims Health Education

1 Mental wellbeing:
- 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 behaving is appropriate and proportionate.
- 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.

2 Internet safety and harms
- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

3 Physical health and fitness
- 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.

4 Healthy eating
• 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).

5 Drugs alcohol and tobacco
• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

6 Health and prevention
• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
• 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.
• the facts and science relating to allergies, immunisation and vaccination.

7 Basic first aid
• 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.

8 Changing adolescent body by the end of Year 5
• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
• about menstrual wellbeing including the key facts about the menstrual cycle.

Science Curriculum
Year 5 Living things and their habitats

Statutory requirements Pupils should be taught to:
-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
-describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory) Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Year 5 Animals, including humans

Statutory requirements Pupils should be taught to:
- describe the changes as humans develop to old age.

Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

The use of visitors to the classroom
As with any visitor, St James' will always check the visitor or visiting organisation's credentials. This will ensure that the teaching delivered by the visitor fits with the PSHE programme and policy, as well as ensuring that visitors comply with school policies. Content will be checked to ensure that visitors understand the Christian faith foundation and comply with the vision, mission and values in line with school visitor protocol.

PSHE Curriculum Overview
PSHE curriculum map displaying year group content is available on the school website.

Parents and carers
St James' is committed to working with parents and carers. Parents are encouraged to discuss PSHE topics at home.
If a child raises a question beyond the planned curriculum, parents will be contacted.

Roles and responsibilities

The governing board:
The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher:
The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme.

Staff:
Staff are responsible for:
• Teaching in line with the Church of England foundation of the school.
• Delivering RSE with sensitivity.
• Modelling positive attitudes to RSE.
• Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils:
Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.