



Loughton School

Personal, Social Health & Citizenship Education Policy (PSHCE)

1. Purpose of PSHCE

The purpose of the PSHCE curriculum at Loughton School is to provide all pupils with age appropriate opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.
- Explore healthy and respectful relationship
- Understand boundaries and consent
- Discuss stereotyping, prejudice and equality
- Promote body confidence and self-esteem
- Understand how to recognise an abusive relationship, including coercive and controlling behaviour
- Explore the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Personal, social, health, education (PSHCE) enables children to become healthy, independent and responsible members of society.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed.

We ensure that they experience the process of democracy in school through the school council.

We teach them about rights, respect and responsibilities.

They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Statutory Relationship Education September 2021

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, learning to say no, understanding consent, relationships online and the emotional, social and physical aspects of growing up.

Goals of PSHCE

We aim to cover the following objectives as described in guidance:

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.

Caring Friendships

- 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

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

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

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. PSHCE encompasses all areas designed to promote children's personal, social, health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile

relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHCE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHCE) and citizenship.

2. Goals of Relationship Education

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

3. Value of PSHCE and SRE

Loughton School that PSHCE and SRE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHCE SRE permeate all aspects of school life. Children will gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the previous parts of their schooling. PSHCE and SRE education offers learning opportunities and experiences which

reflect the increasing independence and physical and social awareness of children as they move through the primary phase demonstrating that they have a full understanding of the diverse community and a sound understanding that everybody has the right to be themselves without prejudice and discrimination. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe.

4. Sensitive to Individuals Needs

It is important to remain flexible as events such as bereavement might require learning to be incorporated at a specific time. PSHCE and SRE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Safeguarding

At Loughton School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

If any behaviour is a concern in relation to safeguarding, Loughton School procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to a member of the Safeguarding Team.

5. Delivery Plan

Our PSHCE and SRE lessons are taught by staff who are trained in delivering age appropriate content across all year groups.

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHCE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives

and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our PSHCE and Relationships curriculum through a variety of teaching methods and interactive activities, including:

- Discrete timetabled sessions
- Teaching PSHCE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History and P.E)
- Assemblies
- School events and activities (e.g. offsite visits and school celebrations)

6. Differentiation for SEN and Able Children

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

As partners in education, parents are made aware of the topics being covered, so they can provide support and be prepared for any questions which may arise

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-ordinator to identify pupils' progress which is well above or below that which is expected.

7. Parents right to remove children from sessions

At Loughton School, we are very conscious of the needs of the children within school. This topic will be delivered in a sensitive and age appropriate manner. We acknowledge that parents do have the right to remove children from sex education but not from relationship and healthy relationship sessions. If a parent is concerned we will discuss their concerns fully and reassure them on the content of the sessions.

We do not deliver sex education, but focus on healthy relationships and keeping safe, we hope that parents will support us with this and will ensure that they are aware of what topics will be covered.

Documents that have informed Loughton School's PSHCE and Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2021)
- Children and Social Work Act (2017)
- RSHE Curriculum 2021 (Statutory guidance for all schools)