

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

People Skills Policy
(Relationships, Sex, Health Education)
September 2021

- A place to learn 'People Skills' to prepare us to become good citizens
- A Christian school where everyone is encouraged on their journey of faith.
- A happy, health, safe place to learn how to look after our bodies and minds

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY

1. Aims and objectives

1.1 St Johns welcomes the guidance from the government (2019) that Relationships, Sex and Health Education be recognised as a statutory requirement of the National Curriculum from September 2020. In response we have titled our curriculum 'People Skills'. We recognise that our children and young people are growing up in an increasingly complex world, living lives on and off line and that we need to support them with this.

1.2 The aims of the People Skills curriculum are to enable the children to:

- Know how to be safe and healthy (online and in the wider world)
- Manage emotions and feelings
- Be independent and responsible members of society
- Understand what makes for good, healthy relationships with others
- Have respect for themselves and others
- Be positive and responsible members of the community
- Develop self-confidence, resilience and self-esteem so that informed choices can be made
- Support and understand mental health and wellbeing
- Be financially aware

1.3. School values

Our People Skills curriculum compliments our identified Christian Values, and through these sessions we ensure a moral basis for RSHE teaching. The school's values of self-discipline, humility, resilience, love, forgiveness, justice and wisdom will be explored and fit within the curriculum map.

2. Teaching and learning style

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. planning of school special events such as an assembly or

open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supporting local community.

3. **People Skills curriculum planning**

- 3.1 We teach People Skills in a variety of ways. We follow our People Skills curriculum map which demonstrates learning under three core themes: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. In some instances, e.g. drugs education, we teach as a discrete subject. The children follow the D.A.R.E programme in year 6 and the GREAT Project in year 5.
- 3.2 This is supported by 'Character' lessons where children learn about and display our school Christian values.
- 3.3 Some of the time we introduce People Skills through other subjects e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. There is a large overlap between the programme of study for Science and the aims of People Skills.
- 3.4 We also develop People Skills through activities and whole school events e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in both Key Stage 1 and Key Stage 2, and have extended this into Year three and 4 with an over-night stay. There is a particular focus on developing pupils' self-esteem and giving them opportunities to develop independence, leadership and cooperative skills.
- 3.5 We acknowledge that some areas of the People Skills curriculum can be sensitive or contentious to some children, so we aim to be mindful of, and not discriminatory towards these vulnerable groups of children and take their feelings and experiences into account when planning learning.

4. Foundation stage

- 4.1 We teach People Skills in the Foundation Stage as an integral part of the topic work covered during the year. We relate the People Skills aspects of the children's work to the objectives set out in the EYFSP. Our teaching in People Skills matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support the Foundation Stage curriculum when we teach 'how to develop a child's knowledge and understanding of the world'.

5. Teaching People Skills to children with special educational needs

- 5.1 At our school, we teach People Skills to all children, whatever their ability. People Skills forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our People Skills teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.
- 5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 5.3 SEN Intervention will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to People Skills.
- 5.4 We enable pupils to have access to the full range of activities involved in learning People Skills. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 5.5 This policy takes into account the guidance contained in the Equality Act 2010 as well as our anti-bullying policy which demonstrates our commitment to preventing and responding to the bullying of protected

and vulnerable groups, including those with SEN, disability, who are perceived to be LGBT, race, religion or sex.

6. **Sex Education**

6.1 Sex Education is 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.

6.2 The law relating to sexual education (the Education Act 1996) and The Learning and Skills Act (2000) and the Children and Social Work act (2017) require every local authority, Headteacher and Governing Body to have a statutory responsibility to ensure sexual education is provided.

6.3 As a school we promote and aim to achieve healthy lifestyles and the fostering of positive and responsible attitudes of pupils towards themselves and others in relationships and sexual relationships. This is taught within the 'Relationship' core theme of the People Skills curriculum map and in addition to the National Curriculum for Science.

6.4 Parents/Carers will be informed by letter when their child will be learning sex education. This usually takes place within Year 5 (puberty and changes) and Year 6 (sexual relationships). A meeting between the class teacher and parent/carer can be arranged to discuss the content of the lessons. Parents have a right to withdraw a child from sex education lessons but not from Relationship education or the statutory Science element of sex education. If a child misses a sex education lesson through absence, then a discussion between the parent/carer, the class teacher and the school nurse will establish the best route to access the relevant teaching and learning.

6.5. When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics are appropriately handled. St Johns ensures that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

6.6 . All schools may teach about faith perspectives. In particular, schools with a religious character, like St Johns, may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

Provision for Menstruation Needs

6.7. Pupils have access to the female toilets situated in the entrance hall where facilities for disposing of sanitary waste are situated.

Girls and boys are included in the relevant sessions on puberty.

We recognise the importance of confidentiality to children. Pupils know that teachers cannot offer unconditional confidentiality but are assured that their best interests will be taken into account if this confidentiality needs to be broken.

7. Assessment and recording

7.1 Teachers assess the children's work in People Skills both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against learning objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

7.2 We report achievements to parents each year in interim, annual written reports and at both Parents evenings.

7.3. We encourage children to celebrate their achievements in school and the community within the weekly achievement Family Assembly (e.g. water safety certificates, Bikeability awards).

7.4 We do not set formal examinations in People Skills. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

8. Staff Training

8.1 Staff and in particular new staff are trained as and when needed by the People Skills leader or a senior member of staff.

9. Confidentiality and Child Protection

9.1 All staff must be familiar with the most recent edition of 'Keeping Children Safe in Education' document. The Designated Person for Child Protection is Miss Ireland. The second named designated person is Mrs Thrower.

10. **Resources**

10.1 We keep resources for People Skills in a central store and in individual classrooms. Our People Skills subject leader holds a selection of reference materials for teaching sensitive issues.

11. **Monitoring and review**

11.1 The People Skills subject leader is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader supports colleagues in the teaching of People Skills, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

11.2 This policy is disseminated to governors, staff, visitors and parents/carers. It will be reviewed on an annual basis so that recent legislation and good practice can be included.

Reviewed: September 2021

Review date: September 2023

Reviewed by Staff:K Bewick.....

Reviewed by Governor: