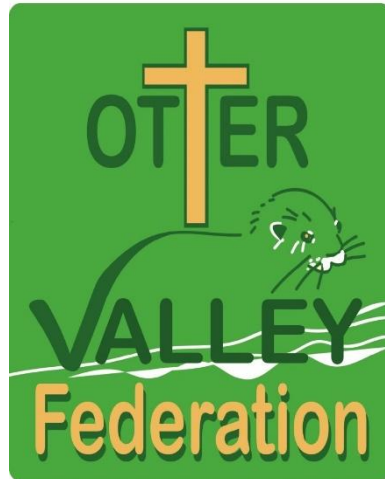


Believing and Achieving Together to be the Best We Can Be



***We aim to reflect God's love, "I have come that they may have life, and have it to the full."
John 10:10***

This policy has been developed and will be implemented in accordance with the Christian vision and values of both schools.

OTTER VALLEY FEDERATION

Personal, Social, Health, Relationship and Economic Education Policy

Date approved by Curriculum Lead Governor : Autumn 2025

Next review date : Autumn 2028

PSHRE Policy

‘Believing and Achieving together to be THE BEST WE CAN BE’

This policy has been developed with and will be implemented in accordance with the HEART Christian values of our schools.

INTENT

The focus for primary relationships education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting pupils from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of all pupils.

Sex education is not compulsory in primary schools, and the Otter Valley Federation follows government recommendations that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health and to understand the benefits of physical activity and time spent outdoors. We want our pupils to begin to recognise when things are not right in their own health or the health of others and to seek support when needed.

Our Vision

At Otter Valley Federation we strive to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings. Our Christian Heart Values provide a foundation on which we can become happy and reflective learners. We aim to equip all our children with the skills and positive attitudes to become creative and independent thinkers and to become learners for life within an ever-changing world.

Our school’s approach to RSE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. This is underpinned by two key biblical passages:

“So God created humankind in his image, in the image of God he created them” (Genesis 2:7)

“I have come in order that you might have life – life in all its fullness” (John 10:10)

Statutory Requirements

Statutory requirements for the teaching and learning of PSHE and RSE are:

RSHE Regulations 2019 made Relationships, Sex and Health Education compulsory.

Under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, 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

Otter Valley Federation follows the guidance in the government statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

The statutory guidance states that by the end of primary school pupils should know the following:

Families and People Who Care For Me

Pupils should know:

- that families are important for children growing up safe and happy because they can give love, security and stability
- the characteristics of safe and happy family life, such as 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 safe and happy families, and are important for children's security as they grow up
- that marriage and civil partnerships represent 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

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful Kind Relationships

Pupils should know:

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect;
- how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

Online Safety & Awareness

Pupils should know:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and

that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Living in the Wider World

Pupils should know:

- what rules are, why they are needed, and why different rules are needed for different situations, that are there to protect everyone, including the consequences of not adhering to rules and laws
- how people and other living things have different needs; about the responsibilities of caring for them, that there are human rights to protect all
- about things they can do to help look after their environment
- about the relationship between rights and responsibilities
- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- about the different groups that make up their community; what living in a community means
- to value the different contributions that people and groups make to the community
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

- recognise ways in which the internet and social media can be used both positively and negatively
- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Financial Education

Pupils should know:

- what money is; forms that money comes in; that money comes from different sources
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' and that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- identify the ways that money can impact on people's feelings and emotions
- that everyone has different strengths
- that jobs help people to earn money to pay for things
- some of the strengths and interests someone might need to do different jobs
- recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- recognise a variety of routes into careers (e.g. college, apprenticeship, university)

In addition to this statutory PSHRE content we also teach Year 6 children about puberty and changes to their bodies during adolescence (science curriculum).

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, Otter Valley Federation Schools do not provide any sex education that is in addition to that covered in the science curriculum.

'The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.' Parents do not have the right to excuse their children from the scientific aspect of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

Health Education

General Wellbeing

Children should know:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who 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).
- That it is common to experience mental health problems, and early support can help.

Wellbeing Online

Children should know:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can

- impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
 - That they have rights in relation to sharing personal data, privacy and consent.
 - Where and how to report concerns and get support with issues online.
(Risks relating to online gaming and social media will not be taught before Year 3)

Physical Health and Fitness

Children should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
- 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

Children should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- 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).

Drugs, Alcohol, Tobacco and Vaping

Children should know

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention

Children should know

- 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

Children should know

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

Children should know

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

Children should know:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

(Puberty including the menstrual cycle will not be taught before Y4)

(Sex Education in line with what is taught in Science will not be taught before Y5)

IMPLEMENTATION

Our sequential curriculum will be taught with respect to different viewpoints and religious differences. It will value the importance of faithfulness as the underpinning and backdrop for relationships, this includes adults, peers and families. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

PSHRE will be used to build resilience to form healthy relationships, to keep themselves safe and resist the harmful influence of the excess of media in all its forms. Resilience is also crucial within all areas of the curriculum and managing secure mental wellbeing in a variety of situations.

Values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice will be promoted.

Please refer to our School Curriculum Maps for PSHRE for full curriculum coverage.

A wide range of skills and attributes will be taught and supported for the personal and social needs of all children.

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

British Values

PSHE and Fundamental British Values. The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of **democracy**, the rule of law, individual liberty and mutual **respect** and tolerance of those with different faiths and beliefs”.

British values are:

Ofsted version	DfE version
<ul style="list-style-type: none"> • democracy 	<ul style="list-style-type: none"> • respect for democracy and support for participation in the democratic process
<ul style="list-style-type: none"> • the rule of law 	<ul style="list-style-type: none"> • respect for the basis on which the law is made and applies in England
<ul style="list-style-type: none"> • individual liberty 	<ul style="list-style-type: none"> • support for equality of opportunity for all
<ul style="list-style-type: none"> • mutual respect and tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> • respect for and tolerance of different faiths and religious and other beliefs

The Rule of Law

The understanding of the need for laws (and their importance at class, school, national and international level) is consistently promoted throughout the school year. Pupils discuss the value and reasons behind laws (they govern and protect us); and responsibilities and consequences when laws are broken. Visits from external agencies, for examples the Police and Fire Services form an important part of the curriculum.

Individual Liberty

Within school every pupil has the right to learn free from harm in a safe environment. Within the agreed rules pupils are encouraged to discuss and make individual choices.

Mutual Respect

Respect for others and respect for the environment are key features of the school ethos statement. Together, pupils learn that their behaviours have an effect on their own rights and those of others.

Tolerance of those of Different Faiths and Beliefs

The Otter Valley Federation is not situated in an area which is greatly culturally diverse, therefore, the schools place significant emphasis on promoting diversity with the children throughout the whole curriculum (e.g. Religious Education, Acts of Worship, PSHE, School Council, links with partner schools). Visits to faith centres (church, synagogue, mosque) and representatives of faith groups are important features of our promotion of British Values.

The Otter Valley Federation actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Diversity

Racism will be challenged through teaching understand of others and difference. All children have a wide range of needs, experiences and understanding. Accepting difference is a key factor in the teaching of diversity. At this school we promote the differences children bring and use it to support and teach others.

The objectives below show how this will be achieved from an early age.

KS1	<p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to</p>
KS2	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

Financial Education

The Otter Valley Federation believes that in today's society it is essential that children are educated and prepared for the financial world that we live in. We need to prepare them to be active and responsible financial citizens and have a secure understanding of how managing finances and budgets can impact on their future lives and careers. This is important to all of our children and families, and we believe that we can provide a strong foundation in financial understanding and a range of opportunities to learn and apply their knowledge and skills to allow them to flourish in the future and live financially secure and successful lives. To achieve this and further our curriculum we work towards becoming and maintaining our schools as Centres of Excellence for Financial Excellence.

Learning Attitudes

A negative attitude limits performance, saps motivation, and inhibits learning. Negative attitudes discourage, limit, and even prevent learning, positive change, and growth.

Having confidence and a positive attitude to learning is crucial to a pupil's success in school. We expect them to be motivated, determined and proactive in their learning and these are skills that we teach and promote.

A positive attitude lets you relax, remember, focus and absorb information as you learn. You're ready to welcome new experiences and recognize many different kinds of learning opportunities.

We use the following resources to support children:

- We Eat Elephants – graduated and differentiated lessons designed to link to children's emotional stages of development.
- Zones of Regulation – for use in managing feelings, stressful situations, anger and understanding self.
- PSHE Association lesson plans

Christian Values

As part of our school ethos and to promote the spiritual, moral, cultural, mental, health and physical development of pupils we use our Christian values.

These are referred to daily and are embedded in the children's learning and behaviour about and towards each other and to themselves, to be the best they can be.

RSE Curriculum

There are requirements for the RSE from the Department of Education as detailed above.

RSE will be delivered professionally and as an identifiable part of PSHE. It will be led, resources and reported to parents in the same way as any other subject. There will be a planned program delivered in a carefully sequenced way.

We will ensure a safe learning environment by...

- Teachers and pupils will agree ground rules at the beginning of lessons dependent on their content.
- Pupils' questions will be answered by the teacher or referred to parents to answer if not appropriate for the school setting or curriculum content.
- Pupils will be able to raise questions anonymously.
- Sensitive issues will be handled by teacher professionally and respectfully.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue, this will be dealt with in line with the school's safeguarding policy. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy as required.

Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Working with External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Inclusion and Equal Opportunities

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their gender, ethnicity or home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEND Co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

Teachers should refer to the school's policies for Special Educational Needs, Inclusion and Equal Opportunities.

The Church of England document 'Valuing all God's Children', 2017 states:

"All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any

individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.” (Page 1).

It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to “embrace difference”.

IMPACT

Staff development and training opportunities

To develop staff confidence and competence in teaching PSHE and RSE:

- the curriculum action team will attend appropriate training courses;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the curriculum action team will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice;
- where necessary, the curriculum action team leads (or arranges) school-based training;
- the Federation Development Plan outlines whole-school training needs, training relevant to key stages, training for new members of staff, the curriculum action team and training identified for other individual members of staff;
- the school makes best use of in-school expertise as well as the LA, Learning Community and national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.

Leadership and management roles

The PSHE Curriculum Action Team reports to the Head of School. The Head of School reports to the governors through the Curriculum Lead Governor.

The curriculum action team has the responsibility to take a lead in developing PSHE and RSE as well as the teaching of them across the school within the school’s improvement plan; monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the curriculum action team, support arising from the Federation Development Plan and that which is identified through performance management and induction programmes.

Monitoring

How the subject is monitored and evaluated

Monitoring takes place so that the school’s progress towards its targets for improvement, as listed in the FDP can be evaluated. Teachers liaise with the curriculum action team who will also initiate planning scrutiny and lesson scrutiny to support teaching.

This policy will be reviewed every two years in line with the school's policy review programme.
This policy will be developed in consultation with staff, pupils and parents.

The PSHRE curriculum action team will report to the governors about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

This policy should be read in conjunction with Otter Valley Federation's Policies for:

- Safeguarding Children and Child Protection
- Behaviour
- British Values Guidance
- Anti-Bullying Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Special Educational Needs Policy