



Oakhill Church School & Nursery

A community of learning, celebration and empowerment

Lunchtime Policy



Curriculum Intent

Community of Learning:

To enable all our children to aspire to seek out challenging learning experiences together.

Celebration:

Children's unique identities and learning styles are celebrated and tailored to, enabling them to build a positive mind set towards their learning.

Empowerment:

To empower a strong sense of determination allowing all our children to flourish in all areas of our enriched curriculum creating positive school memories.

Approved by:

Date: 21-01-2020

Last reviewed on:

21-01-2020

Next review due by:

January 2021

School Vision:

A community of learning, celebration and empowerment.

To be a nurturing environment which fosters a love of learning at every stage of the journey. To be respectful members of a Christian community in which children are celebrated and embraced for their unique contribution and empowered to become the best they can be.

Aims

At Oakhill Church School, we believe our PSHE teaching will give our children the skills and understanding to become healthy, secure, independent and responsible members of society. Our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society. We prepare our pupils for the opportunities, responsibilities and experiences of later life.

PSHE and RSE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the school. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps 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.

Curriculum Content

We have taken advice and based our curriculum on the PSHE Association planning and guidance. There are three core themes (see appendix)–

Health and Wellbeing,
Relationships

Living in the Wider World (economic wellbeing and being a responsible citizen)

Statutory requirements

At Oakhill Church School, we teach PSHE and RSE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all pupils to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

This policy has been developed in consultation with staff, pupils and parents.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

Implementation

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education will be taught within the science curriculum. At Oakhill Church School, we have developed our PSHE scheme of work for Years 1-6, using resources and planning from the PSHE Association. It is taught as a discrete, weekly lesson. These lessons are based around a theme which changes half-termly. At Oakhill Church School, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBT relationships, through teaching about different types of family, including those with same-sex parents.

Pupils with SEND

As far as is appropriate, pupils with special educational needs and disabilities should follow the same PSHE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required and if appropriate.

Roles and responsibilities

The governing body will approve the PSHE and RSE policy and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [nonstatutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are trained on the delivery of PSHE and RSE and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

Impact

Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through:
Lesson observations, learning walks, feedback from staff and children. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed every two years. At every review, the policy will be approved by the standards in learning and teaching Committee, governing body and headteacher.