



**MARYLAND PRIMARY SCHOOL**

**CPSHE POLICY**

Updated September 2022

This policy should be read with consideration for other policies such as the Behaviour policy, Anti-bullying policy, SEND policy, Equality statement and Safeguarding policy.

### **Aims and Objectives**

At Maryland School we aim to teach high quality, age appropriate, pupil-sensitive, evidence-based CPSHE that demonstrates respect for the law and all communities.

We help pupils learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives.

### **Curriculum organisation and planning**

Although we have taken on the Jigsaw scheme, we have adapted it to fit the needs of our pupils and tailored it to the wider Maryland curriculum whilst ensuring that the rest of CPSHE is being covered through Computing, Science, History and Religious Education.

### **Science and RHE**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

By law, primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Maryland School will teach both subjects in line with the national curriculum guidelines.

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. There is no right to withdraw from Health Education. They are sensitive topics to teach therefore we have put in special measures to make sure that pupils feel at ease when discussing these topics.

Parents will be informed before these lessons are taught and invited to attend a meeting where the lesson outline will be explained and any questions answered in these sessions. Single sex classes, same sex teachers and the use of anonymous question boxes will be implemented to teach these lessons so that children feel less self-conscious and able to ask questions relating to this sensitive topic.

Maryland supports the Health at Every Size (**HAES**) principle which aims to ensure that everyone, including children are empowered to feel comfortable with their body size and are supported to address any issues relating to the body in a way they find comfortable, devoid of social or scientific stigma. Maryland pupils will be trained on how to maintain their self esteem and respect others with regards to body sizes. This will be addressed via assemblies, science and in CPSHE lessons. Opportunities to access physical activities of their choosing through clubs, will be made available to all pupils. In addition to this, we will encourage a neutral relationship with foods which is communicated to teachers while also teaching children about nutrients and the diverse cultural experiences we can enjoy through what we eat.

### **Relationships Education**

Maryland will focus on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. There is no right to withdraw from Relationships Education.

### **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of CPSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of CPSHE and any disclosures or issues arising as part of this, will be dealt with in line with our safeguarding policy.

### **Online Safety**

At Maryland we realise the importance of Online safety and this is addressed with the children throughout the year both in our CPSHE and Computing lessons. We also realise the importance of talking to parents about children's access to online sites when they are away from school. We reinforce this message by sending weekly online safety posters to parents to keep them updated on new apps and games.

### **Role of the CPSHE lead**

Training sessions for school staff are delivered by our CPSHE lead, leadership team, and the local authority, meaning teachers are familiar with and confident in delivering CPSHE. School leaders have engaged in numerous consultations with parents and governors, leading to sensible adaptations of the Jigsaw CPSHE curriculum that have been agreed upon by the governing body, parents and teaching staff.

The CPSHE lead will monitor the teaching, learning and development of this subject and ensure that teachers assess the children's progression termly using the schools assessment system.

### **Equal Opportunities**

CPSHE teaching at Maryland aims to provide opportunities for ALL children to reach their potential. Both boys and girls are given equal recognition for their contributions.

Stereotypical views on gender, race and ethnicity relating to unconscious bias are constantly challenged and opportunities are given to develop equal opportunity for children who are learning English as an additional language, through opportunities to develop their language, during collaborative and practical activities.

### **Reporting**

Parents will receive a detailed report in July. This report includes attainment and effort in this subject.

### **Review**

This policy will be reviewed in line with the school SDP.

***Reviewed by: Jane Spicer***