



## PSHE & RSE Policy

Author	DM Lewis/ J Garland	Source	Previous Policy
Date	June 2021	Review	June 2022
Review Body	Local Governing Board	Status	Statutory

### Ratification

Role	Name	Date
Chair of Local Governing Board	Sally Clarke	06/07/2021
Chief Executive Officer	Kaye Palmer-Greene	06/07/2021

## **1. Introduction**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. This will become active from September 2020.

This PSHE and RSE policy is also informed by DfE guidance on Relationships, Sex and Health Education, Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, [Keeping Children Safe in Education](#) and the Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities.

## **2. Aims of the PSHE and RSE policy**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### 3. PSHE/RSE Curriculum

#### KS1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>I Belong</b>	<b>It's Good to Share and Fabulous Friends</b>	<b>Super Me and My Marvellous Mind</b>	<b>How I Feel</b>	<b>Look What I Can Do and Yes I Can</b>	<b>Changing Me</b>
All About Me My New Class Class Charter Tell me how you are feeling in your new class. My Family Interview my new teacher.	What is Sharing? Why is Sharing Important? What does good sharing look like? Turn Taking What makes a good friend? Why is it important to say thank you?	Self-Esteem Shield What I Love About Being Me My Talents Emotions How can you help yourself to feel better? Mindful Walk Gratitude Wall	Identifying emotions and expressions My Feelings Feelings Role Play Sensory Bottle Why do we have certain feelings? How are you feeling today?	What can we do if we find something difficult? Showing Kindness Tidy up time Where is your brain? How can you make your brain grow and get stronger? My elastic brain	All about me My body Growing Up My special box What do you like My new class

#### LKS2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>TEAM (Relationships)</b>	<b>Britain (Living in the Wider World)</b>	<b>Be Yourself (Relationships)</b>	<b>It's My Body (Health and Wellbeing)</b>	<b>Money Matters (Living in the Wider World)</b>	<b>Aiming High (Health and Wellbeing)</b>

A New Start Together Everyone Achieves More	Living in Britain  Democracy	Pride  Feelings	My Body, My Choice  Fit as a Fiddle	Where does money come from?  Ways to Pay	Achievements  Goals
Working Together  Being Considerate  When Things Go Wrong  Responsibilities	Rules, Laws and Responsibilities  Liberty  Tolerance and Respect  What does it mean to be British?	Express Yourself  Know Your Mind  Media-Wise  Making it Right	Good Night, Good Day  Cough, Splutter, Sneeze!  Drugs: Healing or Harmful?  Choices Everywhere	Lending and Borrowing  Priorities  Advertising  Keeping Track	Always Learning  Jobs and Skills  No Limit!  When I Grow Up

**UKS2**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>TEAM (Relationships)</b>	<b>Britain (Living in the Wider World)</b>	<b>Be Yourself (Relationships)</b>	<b>It's My Body (Health and Wellbeing)</b>	<b>Money Matters (Living in the Wider World)</b>	<b>Aiming High (Health and Wellbeing)</b>

Together Everyone Achieves More	Identities Communities	You are Unique Let it Out!	Your Body is Your Own Sleep Well, Be Well	Look After It! Critical Consumers	You Can Achieve Anything Breaking Down Barriers
Communicate Collaborate	Respecting the Law Local Governments	Uncomfortable Feelings The Confidence Trick	Taking Care of Our Changing Bodies Harmful Substances	Value for Money Budgeting	Future Focus Equal Opportunities
Care Shared Responsibilities	National Government Making a Difference	Do the Right Thing Making Amends	How we Think and Feel About our Bodies Healthy Choices	Borrowing and Saving Money in the Wider World	Innovation and Enterprise

#### Year 6 Relationships and Sex Education (Term 6)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Changing Bodies	Emotional Changes	Just the Way You Are	Relationships	Let's Talk About Sex	Human Reproduction

#### 4. Objectives/Pupil learning intentions:

Our PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

Have a sense of purpose

Value self and others

Form relationships

Make and act on informed decisions

Communicate effectively

Work with others

Respond to challenge

Be an active partner in their own learning

Be active citizens within the local community

Explore issues related to living in a democratic society

Become healthy and fulfilled individuals

## **5. Definition of Relationships, Sex and Health Education (RSHE)**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

## **6. Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

We will consult with parents of Year 6 children in Term 5 and send out a letter to give information on what is covered in the sex education curriculum and options of withdrawal from certain areas.

### **7. Working with parents and carers**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

### **8. Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

### **9. Moral and Values Framework**

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values.

Respect for self

Respect for others

Responsibility for their own actions

Responsibility for their family, friends, schools and wider community

### **10. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during Twinkl Life lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

## **11. Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

Pupil and teacher evaluation of the content and learning processes

Staff meetings to review and share experience

## **12. The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy (confidentiality)

## **13. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.



#### **14. Answering Difficult and Sensitive Questions**

Staff members are aware that views around PSHE/RSE-related issues are varied. However, while personal views are respected, all issues are taught without bias throughout the curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE/RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that PSHE/RSE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

#### **15. Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

