

## North Stainley CE Primary School



### **PSHE (Personal, Social, Health Education) including RSE (Relationship and Sex Education) Policy - October 2019**

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#### **What Is Sex and Relationship Education and Personal, Social Health Education?**

Sex and Relationship Education alongside Personal, Social, Health Education is lifelong learning that helps to give pupils the knowledge, skills and understanding about physical, sexual, moral and emotional development, in turn allowing the pupils to have all the skills to lead confident, healthy, independent lives in order to become informed, active and responsible citizens of the community. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition, provide balanced information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

**RS Education** is learning about the emotional, social and physical aspects of growing up, relationships, gender, sex, sexuality and sexual health. **RSE is not about the promotion of sexual activity.**

**PSHE Education** promotes the development of the knowledge, skills and attributes pupils need to keep themselves healthy and safe, and prepared for life and work.

## **Principles, Aims and Values of RSE and PSHE**

In addition, North Stainley CE Primary School believes that RSE and PSHE should:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute positively and actively to meet our community and aims, to support each individual as they grow and learn, encouraging him or her to value themselves and others.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. This was a key principle for the parents/ carers and staff, who were involved in the consultation. We consider the important values are love, respect and care for each other. Therefore, we aim to help pupils identify the characteristics of healthy relationships, how relationships may effect mental and physical health and how to stay safe online.
- Should encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Prepare pupils for puberty and give them the understanding of sexual development and the importance of health and hygiene.
- Recognize that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with

parents/carers and pupils, ensuring they are aware of the statutory expectation from the RSE curriculum (DfE 2020).

- Recognize that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop positive values and a moral framework that will guide pupils decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- To teach pupils to understand the consequences of their actions and behave responsibly within developing relationships.
- To avoid being pressured into uncomfortable or dangerous situations.
- To communicate effectively by developing appropriate terminology for sex and relationship issues.
- To develop awareness of their sexuality, understand differences and promote equality and diversity.
- To give sufficient information and skills to protect themselves from infection.
- To become aware of sources of help and acquire the skills and confidence to access health advice and support.

## **Statutory Requirements**

At North Stainley CofE Primary school, we teach PSHE and SRE 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 young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At North Stainley, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have

regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

*The guidance on statutory RSE and health education does not state how much curriculum time should be given to PSHE, but that it should be a planned, taught part of the curriculum (discrete curriculum time) that ensures it is taught in each year and there is planned progression (See PSHE Curriculum Document).*

## **Overview in RSE and PSHE Education Teaching Programme**

Relationship Education	Health Education
Families and people who care for me	Mental wellbeing
Caring friendships	Internet safety and harms
Respectful relationships	Physical health and fitness
Online relationships	Healthy eating
Being safe	Drugs, alcohol and tobacco
Sex Education (school preference, not compulsory.)	Health and prevention
	Basic first aid
	Changing adolescent body (puberty)

(DFE draft 2019; Statutory 2020)

PSHE CURRICULUM FRAMEWORK						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave?	What can we do with money?	How do we keep safe?		How do we feel?	What makes us special?
Year 2	How can we help?	What is bullying?	How can we be healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?
Year 3	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we describe our feelings?	How can we eat well?	What jobs would we like?
Year 4	What is diversity?	How can we be a good friend?	How do we grow and change?		How can we keep safe in our local area?	
Year 5	What makes a community?	What does discrimination mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	What makes us enterprising?
Year 6	What makes a healthy and happy relationship?		What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?

**Through the National Curriculum and PSHE Association scheme used at North Stainley, we cover the statutory expectations set by the DFE for the Relationship Education Curriculum. However, the non-statutory element in primary school for sex education is focused on in Year 6, taught by the class teacher and head teacher.**

**Early Years** - We are all different. (Considers differences between girls and boys including sexual organs.)

**Yr 1** - Exploring friendship and trust. (The concepts of friendship and trust.)

**Yr 2** - Keeping clean. (Personal hygiene.)

**Yr 3** -Your feelings your choice. (Looks at personal safety and decision making.)

**Yr 4** - Keeping safe. (Deals with peer pressure.)

**Yr 5** - Growing and changing. (Physical and emotional changes as puberty begins.)

**Yr 6** - Growing and changing. (Changing & different kinds of relationships, pregnancy and contraception.)

PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. At North Stainley we teach to the National Curriculum, which includes relevant subjects to make strategic links to the PSHE and RSE curriculum; science, computing and PE. The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

## **Personal Development and Relationship Education in our school has three main elements:**

### **- Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower pupils with the skills to be able to recognize inappropriate/uncomfortable situations and/or behaviours with their peers and adults

### **- Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

### **- Knowledge and Understanding**

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

## **Organisation and Content of RSE and PSHE Education**

At North Stainley CE Primary School PSHE and RSE is taught through the PSHE Association scheme and through areas of the National Curriculum making links and giving context where appropriate.

## **Delivery and Inclusion**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At North Stainley, we have a PSHE scheme of work for Years 1-6, organized by the PSHE Association. Resources and lesson structure are planned by each class teacher to meet the needs of their class. EYFS children work to the areas of Development Matters, integrated into the PSHE planning. These lessons are based around a theme which changes half-termly.

RSE strand	EYFS strand
Families and people who care for me	#DEB <ul style="list-style-type: none"><li>Self confidence and self awareness</li><li>Managing feelings and behaviour</li><li>Making relationships</li></ul> Understanding the World <ul style="list-style-type: none"><li>People and communities</li></ul>
Caring friendships	#98B <ul style="list-style-type: none"><li>Self confidence and self awareness</li><li>Managing feelings and behaviour</li><li>Making relationships</li></ul>
Respectful relationships	#98B <ul style="list-style-type: none"><li>Self confidence and self awareness</li><li>Managing feelings and behaviour</li><li>Making relationships</li></ul> Understanding the World <ul style="list-style-type: none"><li>People and communities</li></ul>
Online relationships	Understanding the World <ul style="list-style-type: none"><li>Technology</li></ul>

At North Stainley, 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 should receive teaching on LGBT relationships, which is delivered at North Stainley, for example, through teaching about different types of family, including those with same-sex parents.

### **- Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Head teacher.

### **- Pupils with Special Needs**

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking

specialist advice where necessary. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted.

#### **- Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

### **Right of Withdrawal of Pupils from Sex and Relationship Education**

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 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 at primary or secondary 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.

## **Confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class ground rules.

## **Safeguarding**

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

## **Monitoring and Evaluation of RSE and PSHE Education**

It is the responsibility of the Head teacher and Leadership Team to oversee and organise the monitoring and evaluation of RSE and PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's personal development policy (RSE), and on support and staff development, training and delivery.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 1. Review** – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
- 2. Staff consultation** – school staff were given the opportunity to look at the policy and make recommendations.
- 3. Pupil consultation** – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
- 4. Ratification** – the policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.

**Date:** October 2019

**Review Date:** October 2021

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Chair of Governors