PSHE including RSE (Relationships and Sex Education) Policy

Documents to accompany this policy:	**Child Protection and Safeguarding Policy** **Behaviour Policy** **SEND and Inclusion Policy** **Equality Policy** **Preventing Radicalisation Policy** **British Values Policy** **E-safety Policy** **Transition Policy** **Anti-bullying Policy** **Complaints Policy**
Member of staff responsible:	**Mrs S Mcilwain**
Governor delegation	**Headteacher**
Statutory/Non-statutory	**Statutory**
Date of policy approval:	
Review date:	**April 2021**
Policy Reference #:	
Publication:	

Under Consultation

Contents

1. **Introduction**
2. **Aims**
3. **Definition of RSE (Relationships and Sex Education) and Health Education**
4. **Statutory Requirements**
5. **Policy Development**
6. **Creating a Safe and Supportive Learning Environment**
7. **Entitlement and Equality Opportunity**
8. **How PSHE and RSE is organised in the curriculum**
9. **PSHE in EYFS**
10. **Sex Education**
11. **Working with external experts**
12. **Key Roles and Responsibilities**
13. **Working with Parents**
14. **Staff Training**
15. **Assessment**
16. **Monitoring Arrangements**

Appendices
EYFS - Long term overview
Whole School - Long term overview
A model for assessment in a lesson or series of lessons

Under Consultation

1. Introduction

At Coley Primary School we believe that a strong PSHE education is important to help our children gain the knowledge, skills and attitudes they need to develop into well-rounded members of society, who can make a positive contribution to their community. We understand that children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should be taught within a broader PSHE programmes of study. Relationships education focusses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping children with the knowledge they need to make good decisions about their own health and wellbeing.

Our PSHE curriculum is strongly tied to our relationships, relationships and sex (RSE), health education and wellbeing programme and promotes the essential foundations needed to enable children to achieve their best, academically and socially. PSHE also flows through all other curricular areas.

2. Aims

The overarching aims of PSHE and RSE at Coley Primary are:

- Our school is one where everyone is encouraged and supported to achieve their personal best. Promoting the spiritual, moral, cultural, mental and physical development of children and adults.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our children, staff and others linked to the school, treat each other equitably, fairly, with kindness and with mutual respect. At all times, adults and children are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our children and adults are enterprising and approach challenges with a 'can-do' attitude and know how to make informed choices.
- The needs and interests of all children, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE and RSE curriculum at our school, acknowledging and appreciating differences and diversity.
- Our environment is safe and clean and everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm. Preparing children for the opportunities, responsibilities and experiences of later life.

Under Consultation

- RSE at Coley Primary should teach the children, fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.
- Parents will be informed about the policy via the school website where it, and the PSHE curriculum will be available to read and download and parents will be kept up to date with developments in PSHE and RSE through newsletters and letters.

3. Definition of RSE (Relationships and Sex Education) and Health Education

RSE is part of lifelong learning about the social, emotional and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE also gives children and young people, essential skills for building positive, enjoyable, respectful relationships and non-exploitative relationships and staying safe both on and offline. Health education is about physical health and mental wellbeing, focussing on recognising the link between the two and enabling the children to make healthy lifestyle choices. It is important that RSE fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. It enables children to develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints and builds their self-esteem and confidence to view their own sexuality positively.

4. Statutory Requirements

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education'
- DfE (2019 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- Equality Act 2010
- DfE (2019) 'School and college security'
- DfE (2013) 'Science programmes of study: key stages 1 and 2

From September 2020, the DfE is introducing compulsory Relationships Education for primary schools and Relationships and Sex Education (RSE) for secondary schools. It will be compulsory for all schools to teach Health Education. Through the PSHE curriculum, we want to give the children at Coley Primary, the opportunity to consider what this knowledge and understanding means to them, and to develop

Under Consultation

the skills and strategies they will need to apply this knowledge in their present and future lives.

This policy will be followed in conjunction with the following school policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND and Inclusion Policy
- Equality Policy
- Preventing Radicalisation Policy
- British Values Policy
- E-safety Policy
- Transition Policy
- Anti-bullying Policy
- Complaints Policy

5. Policy Development

This policy has been developed in consultation with staff, children 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 a draft policy and make recommendations
3. Parent consultation – parents were invited to attend an information meeting – explaining what will be taught and sharing resources that will be used. Provide information leaflets on how to talk to children about relationships at home.
4. Pupil Voice – children were consulted and key needs identified in relation to RSE and PSHE lessons.
5. Ratification – Reviewed by full Governing Body

6. Creating a Safe and Supportive Learning Environment

We will create a safe and supportive learning environment through 'ice-breaker' activities and by establishing clear 'ground rules' regarding discussions. Confidentiality within the classroom is an important component of PSHE, and teachers are expected to respect the confidentiality of their children as far as possible. If in the course of a PSHE lesson, a child may indicate in some way that they are 'vulnerable' or 'at risk' then staff will adhere to the school's Child Protection and Safeguarding Policy. Children will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Under Consultation

7. Entitlement and Equality Opportunity

At Coley Primary, we recognise the right for all children to have access to a PSHE education which meets their needs. Teaching will take into account the age, gender, ability, readiness, religion and cultural background, and those with English as a second language, to ensure that all children can fully access PSHE education provision. If necessary, the school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum whilst still ensuring that children have access to the learning they need to stay safe, healthy and understand their rights as individuals.

As far as appropriate, children with SEND or other needs (such as those with social, emotional or mental health needs) should follow the same PSHE education programme as all the other children. Careful consideration should be given concerning the level of differentiation needed and in some cases the content or delivery will have to be adapted. Teachers understand that they may need to work with individual children where required, and if appropriate. It is not the school's policy to withdraw children with SEND from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all children as their academic achievement.

8. How PSHE and RSE is organised in the curriculum

RSE is embedded in all curriculum areas including personal, social and health and economic (PSHE) education. For example, some biological aspects of RSE will be taught within the science curriculum. E-safety will be taught within Computing and ICT.

At Coley Primary, we have developed our own scheme of work for Y1 – 6 which incorporates the 'PSHE Association Programme of Study' for KS1 and KS2. Not only does it cover the statutory content but also covers economic wellbeing, careers and enterprise education as well as education for personal safety, including assessing and managing risk. It also takes into account the needs of our children and the community/society in which they are growing up.

Our scheme of work is based on three core themes:

Relationships
Health and Wellbeing
Living in the Wider World

Under Consultation

The long term overview (see appendix) sets out learning opportunities for each year group. Each core theme, is organised into subtopics to ensure core knowledge is sectioned into units of manageable size. Teaching of PSHE and RSE includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

Relationships: Families and friendships; Safe relationships; Respecting ourselves and others
Health and Wellbeing: Physical health and mental wellbeing; growing and changing; Keeping safe
Living in the Wider World: Belonging to a community; Media literacy and digital resilience; Money and work

PSHE education at Coley Primary will address both children's current experiences and preparation for their future. Therefore, the long term overview provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

PHSE including RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed appropriate for topics to be covered in single sex groups. All lessons are based around a theme and resources available to teachers allow teachers to deliver PSHE and RSE using a range of teaching methodologies. Resources used are flexible in order to meet the needs of the children and curriculum and are recommended by the PSHE Association and can be viewed by parents.

Throughout every year group, appropriate diagrams, videos, books, games and practical activities will be used to assist learning. In the teaching of PSHE and RSE only correct medical terminology will be used. Teachers will ensure that children's views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the children's age. Children will also get the opportunity to ask anonymous questions by writing a note or can use the Worry Box on the school website.

Under Consultatio

9. PSHE in EYFS

PSHE education in the early years is based on the EYFS 'Development Matters Framework' prime area of Personal, Social and Emotional Development covering key concepts and skills around – Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour. Specific areas are also covered, such as, Physical Development – Health and self-care and Understanding the World –

People and communities, and supports the teaching of Relationships; Health and Wellbeing along with Living in the Wider World.

These areas of learning aim to provide opportunities for children to become valued members of their class, develop their identity through increasing awareness of their own and others' needs, beliefs and cultures and also develop positive dispositions to learning. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. Most importantly, it promotes positive relationships by supporting the development of social skills and by providing opportunities that enable children to learn how to co-operate and work with each other.

Teaching strategies are varied, through indoor and outdoor provision, through spontaneous interaction with the children, through direct teaching, through small group work, stories, songs and by responding to situations that may occur when children are playing with each other. Observations of the children inform assessment for each of the age bands in Nursery, where children are assessed as beginning, developing or secure. By the end of Reception children are assessed using ELGs, when they will be assessed as emerging, expected or exceeding.

10. Sex Education

All children must be taught the aspects of sex education outlined in the primary science curriculum – that includes teaching about the main external parts of the human body, how a body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Coley Primary School, we **do not** teach children sex education beyond what is required in the science curriculum, except in Year 6. At this age, some children are aware that sexual intercourse does not always result in a baby and they may have heard about some common methods of contraception (e.g. condoms, contraceptive pill or avoiding sexual intercourse). As part of the Growing and Changing unit, children in Y6 will be taught that pregnancy can be prevented by contraception.

11. Working with external experts

External agencies and visitors may be invited to assist from time-to-time with the delivery of the programme and will be familiar with and understand the school's PSHE and RSE Policy. The school will ensure all visitor credentials are checked before they are able to participate in the delivery of the curriculum. Before delivering the session, the school will discuss the details of the expert's lesson plan to ensure it meets all children's needs, including those with SEND. The school will agree with the

Under Consultation

expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy. All visitors must be supervised/supported by a member of staff. The intended use of an expert is to enhance the curriculum delivery by teachers, rather than a replacement for teachers.

12. Key Roles and Responsibilities

- The **governing board** has overall responsibility for the implementation of the school's PSHE and RSE Policy.
- The **governing board** has overall responsibility for ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

- The **headteacher** has overall responsibility for reviewing the PSHE and RSE Policy **annually**.
- The **headteacher** has responsibility for handling complaints regarding this policy, as outlined in the school's **Complaints Policy**.
- The **headteacher** will be responsible for the day-to-day implementation and management of the PSHE and RSE Policy.
- The **headteacher** has the responsibility for ensuring parents are fully informed of this policy.
- The **headteacher** has responsibility for reviewing requests from parents to withdraw their children from non-statutory components of RSE and discussing requests for withdrawal with parents.

- The **PSHE Lead** is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- The **PSHE Lead** is responsible for ensuring teachers are provided with adequate resources to support teaching of subjects.
- The **PSHE Lead** is responsible for ensuring the school meets the statutory requirements in relation to the PSHE curriculum including, relationships, sex and health.

- **Teachers** are responsible for delivering a high-quality and age-appropriate PSHE curriculum including relationships, sex and health in line with statutory requirements.
- **Teachers** have a responsibility in ensuring they do not express personal views or beliefs when delivering PSHE and that they model positive attitudes to RSE.
- **Teachers** must respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

Under Consultation

- **Teachers** are responsible for using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all children. If necessary, liaise with the SENCO to identify and respond to individual needs of children with SEND.
- **Teachers** are responsible for monitoring progress.
- **Teachers** do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

- The **SENCO** is responsible for advising teaching staff how best to identify and support children's individual needs.

- The **school** will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- The **school** will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- The **school** ensures that children are also involved in the creation of this policy through **termly** feedback, school council, and/or class discussions.

13. Working with Parents

The school understands the important role parents play in enhancing their children's understanding of PSHE and RSE. Parents are provided with the opportunity to find out and discuss the school's PSHE and RSE curriculum. As always we have an open door policy, and parents are encouraged to come into school to ask questions and discuss concerns about what will be taught. We will also try to help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are provided with the opportunity to find out about the school's policy through an Information Evening, where key headlines from the school's PSHE and RSE policy will be shared along with an explanation of what will be taught in each year group. They will also get the opportunity to view resources that will be used to support the PSHE curriculum. The policy, information leaflets and FAQs will be published on the school website. Termly newsletters will also inform parents of when particular aspects of PSHE and RSE will be taught.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the curriculum. As sex education is not statutory at primary (other than what must be taught as part of the science

Under Consultation

curriculum) parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with the parent and take appropriate action.

14. Staff Training

All staff members at the school will undergo training to ensure they are up-to-date with the PSHE and RSE as part of our induction programme and also in our continuing professional development. Training of staff will also be scheduled around any updated guidance and any new developments which may need to be addressed in relation to PSHE and RSE. The headteacher or PSHE Lead may also invite external agencies e.g. school nurse or sexual health professionals, to provide support and training to staff in relation to RSE.

15. Assessment

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows children and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact.

Assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes, it should take into account where a child is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the child's own starting point. (See appendix for assessment model.)

16. Monitoring Arrangements

The PHSE Lead and SLT are responsible for monitoring the quality of teaching and learning for PSHE and the delivery of RSE.
Monitoring arrangements include:
Lesson planning scrutiny
Book/work scrutiny
Learning walks
Lesson observations
Pupil Voice

Under Consultation

This policy will be reviewed by the PHSE Lead and SLT on an annually. It will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or children, and any issues in the school or local area that need addressing.

The governing body is responsible for reviewing this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, children.

Date 17th April 2020

Under Consultation

Appendices

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EYFS LONG TERM OVERVIEW

	Autumn Term			Spring Term			Summer Term		
	Relationships – Me and My Relationships	**Rights and Responsibilities**	**Feelings and emotions**	**Valuing Differences**	**Relationships – Listening to others**	**Keeping Myself Safe**	**Relationships – Families and Friends**	**Healthy Lifestyles**	**Growing and Changing**
YN	To be interested in others' play and starting to join in; to form a special relationship with another child; to be able to express own preferences, and interests; can select and use activities and resources with help;	Enjoys responsibility of carrying out small tasks; welcomes and values praise; to be able to understand and co-operate with some boundaries and routines; to usually be able to adapt behaviour to different events, social situations and changes to routine; begin to accept the needs of others and can take turns and share resources, sometimes with support from others.	To be able to express their own feelings; To respond to the feelings and wishes of others; begin to show an increasing ability to distract themselves when upset.	To be confident to talk to other children when playing and will communicate freely about home and community; seeks out others to share experiences.	To keep play going by responding to what others are saying or doing; Begins to initiate conversation, attends to and takes account of what others say.	Shows understanding of the need for safety when tackling new challenges and manages some risks; understand that equipment and tools have to be used safely.	To be able to initiate play, offering cues, offering cues to peers to join them; demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults; to respond to the feelings and wishes of others; to be aware that some actions can hurt or harm others; shows affection and concern for people who are special to them.	Observe the effects of activity on their bodies; eats a healthy range of foodstuffs and understands need for variety of food; can tell adults when hungry or tired or when they want to rest or play; can usually manage washing and drying hands; shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health.	Talk about why things happen and how things work; develop an understanding of growth and decay and changes over time.
YR	Recognise who they believe themselves to be, and begin to form relationships through play and peer relations which contribute to their emotional, social and cognitive development.	Contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups.	Be confident to talk about how they and others show feelings, talk about their own and others' behaviour; communicate freely about home and community; confidence to try new activities; understand and cooperate with some boundaries and routines.	Begin to accept the needs of others and can take turns and share resources; accept the needs of others; they show sensitivity to others' needs and feelings	To listen to other people and work cooperatively (including strategies to resolve conflict through negotiation.	Being safe and protected; discovering boundaries; making choices	Understand ways in which they can be a good friend; roles of different people in their lives and the lives of family members.	Observe the effects of activity on their bodies; understand that equipment and tools have to be used safely; shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health	To learn about the process of growing from young to old and how people's needs change; about growing and changing and new opportunities and responsibilities that increasing independence may bring.

WHOLE SCHOOL LONG TERM OVERVIEW

	Autumn Term			Spring Term			Summer Term		
	Respecting ourselves and others	**Belonging to a community**	**Keeping Safe**	**Families and friendships**	**Physical health and wellbeing**	**Media literacy and digital resilience**	**Growing and changing**	**Safe relationships**	**Money and work**
Y 1	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	Keeping healthy; food and exercise, hygiene routines; sun safety	Using the internet and digital devices; communicating online	Recognising what makes them unique and special; feelings; managing when things go wrong	Recognising privacy; staying safe; seeking permission	Strengths and interests; jobs in the community
Y 2	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	Safety in different environments; risk and safety at home; emergencies	Making friends; felling lonely and getting help	Why sleep is important; medicines and keeping healthy; keeping teeth healthy, managing feelings and asking for help	The internet in everyday life; online content and information	Growing older; naming body parts; moving class or year	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	What money is; needs and wants; looking after money
Y 3	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life	Health choices and habits; what effects feelings; expressing feelings	How the internet is used; assessing information online	Personal strengths and achievements; managing and reframing setbacks	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Different jobs and skills; job stereotypes; setting personal goals
Y 4	Respecting differences and similarities; discussing differences sensitively	What makes a community; shared responsibilities	Medicines and household products; drugs common to everyday life	Positive friendships; including online	Maintaining a balanced lifestyle; oral hygiene and dental care	How data is shared and used	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Making decisions about money, using and keeping money safe
Y 5	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	Keeping safe in different situations, including responding to emergencies, first aid and FGM	Managing friendships and peer influence	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	How information online is targeted; different media types, their roles and impact	Personal identity, recognising individuality and different qualities; mental wellbeing	Physical contact and feeling safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Y 6	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Attraction to others; romantic relationships; civil partnership and marriage	What effects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Evaluating media sources; sharing things online	Human reproduction and birth; increasing independence; managing transition	Recognising and managing pressure; consent in different situations	Influences and attitudes to money; money and financial risks

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



2. Baseline Assessment
   Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a topic.

3. Assessment for Learning
   Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximize learning. Strategies might include building on baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forward.

1. Assessment of Learning
   At the end of the 'piece of learning', measure progress from the starting point. Use this to evidence progress and inform future teaching.

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