

Highwoods Community Primary School



Policy for
Personal, Social, Health and Economic (PSHE) Education and
Relationships and Sex Education (RSE)

Updated June 2024

To be reviewed Autumn 2027

Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) Policy

How this Policy was developed

This policy is available on our school website as part of our whole-school curriculum map. It has been written by the PSHE lead in consultation with staff and the Senior Leadership team. The school will consult children, parents and Governors in developing and reviewing this policy.

Statutory PSHE and RSE requirements

It is a statutory requirement for primary schools to deliver Relationships Education to all pupils in primary schools in England from 2020.

We are required to teach the elements of Sex Education contained in the Science National Curriculum for science – knowledge of the main external body parts; the human body as it grows from birth to old age - human life cycle and reproduction and birth; and reproduction in some plants and animals.

Health Education, which has also been made compulsory from 2020, covers the key facts about puberty and the changing adolescent body including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle.

We acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Parts of Sex Education remains non-statutory in primary schools, including conception. However, The Department of Education guidance states the following in relation to Sex Education. *“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively.”* The Department continues to recommend therefore that *“all primary schools have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils to ensure that both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”*

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019) page 23.

Personal, Social, Health and Economic (PSHE) Education including Relationships and Sex Education (RSE) Definition

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

RSE is about promoting positive relationships, focusing on friendships, family relationships and relationships with other peers and adults. It is about teaching the emotional, social and physical aspects of growing up in an age-appropriate way including puberty, reproduction, body ownership and safeguarding. All of this helps to keep children safe. The Relationships Education curriculum includes statutory Health Education guidance as well as non-statutory (in primary schools) Sex Education. Therefore, we often refer to this as RSE: Relationships and Sex Education.

RSE is not about the promotion of sexual activity. Sex Education includes puberty, conception, reproduction and birth in humans and animals. All of these themes, with the exception of conception, are statutory included in either Health Education guidance or National Curriculum Science in primary schools.

Curriculum and resources

We use Coram Life Education SCARF scheme of work for PSHE and RSE which provides the framework for a whole-school approach to improving children's wellbeing and progress, based the SCARF values:

SAFETY, CARING, ACHIEVEMENT, RESILIENCE and FRIENDSHIP.

It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's

Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Safe: looking at keeping ourselves healthy and safe
4. Rights and Respect: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

We offer activities that promote an understanding of themselves as growing and changing individuals and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

RSE

Within National Curriculum Science in Key Stage 1, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth, but not how reproduction occurs. By the end of KS2, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education, that takes place in Year 6, children will learn about how a baby is conceived. SCARF have interpreted conception as what happens during sexual intercourse

before an egg and sperm meet (reproduction) whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Our RSE lessons are taught within the PSHE and Science Curriculums. Teaching RSE within this context is effective because of the overlap and connections between health and relationships. Resources are used from the SCARF scheme of work. We also use online videos and lessons from the Christopher Winter Project RSE Scheme of Work. These schemes of work teach children to be safe, healthy and happy. Delivered as part of PSHE and Science, this meets SMSC, safeguarding, and emotional wellbeing requirements, as well as ensuring we meet the DfE Primary Relationships Education and Health Education and National Curriculum Science requirements.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our PSHE and RSE curriculum see:

Appendix 1 statutory Relationship Education guidance;

Appendix 2 statutory Health Education guidance;

Appendix 3 PSHE progression map

Appendix 4 SCARF lesson plans that support the teaching and learning of the Science Curriculum in relation to Sex Education;

Appendix 5 RSE progression map;

Appendix 6 RSE terminology guidance.

Appendix 7 RSE primary school's guide for parents

Teaching PSHE and RSE

The PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons are either a weekly standalone PSHE lesson, be cross curricular within a theme, science or PE lesson or in upper Key Stage 2 may teach lessons in a block of days each half term. The lesson plans list the specific learning objectives for each

lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

RSE

These areas of learning are taught within the context of family life, taking care to ensure that all the needs of our children are appropriately met and they understand the importance of equality and respect. When learning about different types of families and relationships, there will be no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). See Equality and Inclusion Policy with Accessibility Plan.

When teaching elements of Sex Education, the schemes of work are adapted and developed to suit the needs of individual cohorts taking into account the age, developmental differences, maturity, needs and feelings of the pupils as common starting levels cannot be assumed. Teachers will identify pupils starting points by finding out what current cohorts already know. This may take the form of anonymous question boxes, brainstorming sessions, assessment scenarios etc.

Sex Education lessons are taught as a block of lessons over a few days in the summer term as part of the Growing and Changing PSHE unit. Children are taught in their mixed gender year group classes apart from the teaching of puberty in Year 5 and conception in Year 6 where this is taught in single sex groupings.

Teachers will be

- Respectful and sensitive to cultural differences, sexual orientation, gender identity and faith.
- Teach factual knowledge and encourage the exploration of facts.
- Examine opinions and concepts and encourage discussion.
- Enable pupils to ask their own questions
- Allow pupils to ask questions anonymously through use of worry boxes and general class question boxes.

Confidentiality

To ensure that children feel comfortable to learn about a range of topics, teachers conduct lessons in a sensitive manner and in confidence. We create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. However, any concerns staff may have should be discussed immediately with the designated Safeguarding Officer (Mr Disley and Miss McLewin). The safety of our children is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

Answering difficult Questions

All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. This provides staff time to prepare suitable responses which answer children's questions honestly and sensitively. Staff will answer questions in line with the year groups RSE learning intentions. A RSE terminology guidance (see Appendix 5) has been developed by staff as a guide to age appropriate vocabulary to be taught and used in discussions. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, which may defer questions to parents, so they are fully informed and don't seek answers online.

Assessment

For each of the six units we carry out a specially designed pre- and post-unit assessment whole class activity which are recorded in a class PSHE book. In Year, 6 children have their own book to record their ideas and knowledge. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and children to see what progress has been made over the course of each half- termly unit of lesson plans.

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes. See Assessment policy.

Accessibility

Aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their One Plans.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the RSE elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home

backgrounds. All families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

The Role of Parents and Carers.

The school encourages a positive and supporting relationship with parents/carers through mutual understanding, trust and co-operation in order that children will benefit from being given consistent messages in relation to RSE.

In promoting this objective we will:

- Inform parents/carers about the school's Relationships and Sex Education policy and practice.
- Provide information to parents/carers about when these lessons will be taught and outline the content and vocabulary used.
- Offer a meeting for parents/carers in years 5 and 6 to discuss the content to be taught and resources used.
- Answer any questions that parents/carers may have about the school's approach to help increase confidence in the curriculum.
- Offer parents/carers support in talking to their children about sex education and how to link this with what is being taught in school.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Sex Education in the school.
- Encourage parents to be involved in reviewing the school policy and making modifications if necessary.
- Inform parents about the best practice known with regard to RSE so that the teaching in the school supports the key messages that parents and carers give to their children at home.

Parental Concerns and Withdrawal of Students

Parents have the right to request that their child be withdrawn from the non-statutory components of Sex Education within RSE which go beyond the National Curriculum for Science (conception which is taught in Year 6).

Parents do not have the right to withdraw their children from Relationships Education or aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.

Requests for withdrawal should be put in writing by email to head@highwoodsprimary.com.

The school welcomes a discussion of any request with the parent/carer to ensure that their wishes are understood, to clarify the nature and purpose of the curriculum and outline the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Alternative work will be given to pupils who are withdrawn from sex education.

See Appendix 6 RSE_primary_schools_guide_for_parents

Monitoring and review

The delivery of RSE is monitored by Governors through monitoring arrangements such as subject leader interviews, learning walks, etc. The PSHE co-ordinator monitors student progress through lesson observations, planning scrutiny, books and pupil perception interviews. Pupils' development in RSE is monitored by class teachers as part of our internal assessment programme.

The Head teacher, Curriculum Manager, PSHE co-ordinator and governing body will monitor and review this PSHE and RSE Policy as necessary in line with statutory requirements. At every review, the policy will be approved by the Governing Body. Serious consideration of any parental comments will be taken about the Relationships and Sex Education programme and recorded.

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Curriculum Policy
- Child Protection Policy
- Child on Child Harmful Sexual Behaviour Policy
- Equality and Inclusion Policy with Accessibility Plan
- Online Safety Policy
- DfE Keeping children safe in education (2023)