Palterton Primary School Personal, Social, Health & Relationships Education Policy

PSHRE Policy

Approving Body	Governing Board
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Further information/ guidance	PSHE policy Safeguarding policy

At Palterton Primary School we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well informed decisions about their lives and to safeguard young people. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE policy) and is delivered as such that it meets the National Healthy Schools Standard. This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education and Health Education (July 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education (RSE) as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social, cultural, mental and physical development of pupils

Aims:

The aim of Relationships and Sex Education at Palterton is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Teaching and Learning and Curriculum coverage:

The DfE recognises 5 elements to Relationships Education. These are:

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

With RSE integrated into PSHE teaching through the PSHE Matters Scheme, units are split over a half term basis across two years: in term 6 the year 5's and 6's will receive conception education, consent and legal age. EYFS covers all areas within their curriculum each year.

Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ilam Y1/2	**Being Healthy**	**Relationships**	**Exploring Emotions**	**Difference and Diversity**	**Being Responsible**	**Bullying Matters**
Chatsworth Y3/4	**Being Healthy**	**Relationships**	**Exploring Emotions**	**Difference and Diversity**	**Being Responsible**	**Bullying Matters**
Hardwick Y5/6	**Being Healthy**	**Relationships**	**Exploring Emotions**	**Difference and Diversity**	**Being Responsible**	**Bullying Matters** **Growing Up**
Cycle B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ilam Y1/2	**Being Healthy**	**Relationships**	**Exploring Emotions**	**Difference and Diversity**	**Being Responsible**	**Bullying Matters**
Chatsworth Y3/4	**Being Healthy**	**Relationships**	**Exploring Emotions**	**Difference and Diversity**	**Being Responsible**	**Bullying Matters**
Hardwick Y5/6	**Being Healthy**	**Relationships**	**Exploring Emotions**	**Difference and Diversity**	**Being Responsible**	**Bullying Matters** **Growing Up**

We recognise that RSE does not come just through the curriculum. In responses to relationship and sex related issues all staff will model positive, matter of fact answers in an age-appropriate way. We have a spiral, progressive curriculum that begins in Reception, which builds on staff agreed vocabulary to be used from Reception through to Year 6 (see Appendix 1).

The PSHE Matters Scheme Overview

The RSE curriculum runs through the PSHE Matters scheme with our other PSHE objectives. The only specific sections will be 'Growing up' and 'Relationships' although objectives overlap and appear in other

units also. The lists below are not exhaustive, but outline some key objectives which fall into the RSE curriculum.

In EYFS children predominantly learn about keeping themselves safe through the use of 'Pantasaurus' (NSPCC) and naming the body parts, they also begin their social learning journey and what makes a good friend and making healthy choices for themselves. They also follow the Early Years Statutory Framework.

In Key Stage 1 children will learn about:

- recognising naming and managing their emotions
- what makes them special
- what makes a good friend
- how to be kind to others
- what's special about them and their families
- how families are different
- life cycles
- about changes and how they have changed since babyhood
- how boys and girls bodies are different
- the correct names for body parts including genetalia
- that some parts of their body are private (Pantasaurus is reiterated again here)
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) Pupils learn about:

- change in friendships
- different relationships and families
- how to be a good friend online and offline
- managing conflict in friendships
- how and why their bodies are changing
- staying safe online
- gender stereotypes and their impact
- feelings and how to cope with them
- what a baby needs
- about privacy, boundaries and secrets
- who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about:

- the important relationships in their life
- how to show love to others
- the different kinds of families and partnerships (including homosexual and transgender)
- about marriage and stable loving relationships and their importance for having babies and bringing up children
- how to recognise healthy and unhealthy relationships
- the different types of bullying, why they are unacceptable and how to respond
- the physical and emotional changes in puberty – including menstruation and wet dreams. This includes separate girl and boy lessons to provide a safe and comfortable setting for any 'awkward' questions.
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.

All of the RSE objectives are statutory. National Curriculum Science is also statutory. This includes:

Key Stage 1:

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Children in year 5 and 6 will learn about sexual reproduction in science, where sperm and egg terminology are used. However, parents/carers have a legal right to withdraw their year 6 child(ren) from these dedicated sex lessons delivered outside the science curriculum. This is education exclusively to sexual intercourse.

As part of the RSE curriculum, following on from the science curriculum, year 5 and 6 also learn:

- how babies are conceived
- how babies develop and are born.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Equal Opportunities / Sensitive Issues

At Palterton we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. As regards to Lesbian, Gay, Bisexual and Transgender (LGBT), the DfE stipulate that, “we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” This will be integrated into teaching and not taught as a stand-alone lesson.

We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school’s approach to RSE will take into account:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is modified and adapted for their needs.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Planning and resources:

Teaching provision

RSE is provided through:

1) Different teaching and learning methods are used to ensure pupils' full participation and development of skills.
2) A safe learning environment is established in all PSHE lessons including the ground rules encompassing: 1) we will not ask personal questions 2) we have a right to pass if we don't want to comment 3) We agree to join in and make positive contributions 4) We will listen to each other without interruption.
3) Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4) Other curriculum areas for example Drama, English etc.
5) Assemblies.
6) The provision of appropriate leaflets and other information sources such as visitors.
7) Targeted intervention, where appropriate, with vulnerable individuals.
8) Delivery in response to incidents.
9) Visitors/speakers. If any visitors are bought into school to discuss topics, we ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant.
- If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.

- If a question is too explicit, is deemed too old for a pupil to be asking, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Roles and Responsibilities

Class teachers will be responsible for delivering RSE. In later years, where sexual intercourse is discussed, professional dialogue will be held between the class teachers and the co-ordinator to determine how best to deliver it for that particular year's cohort. There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff supports the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships education. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. Parent workshops will be planned to discuss RSE across school.

SEND

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. There are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Monitoring and Evaluation:

This policy has been agreed by staff and governors of Palterton Primary School and will be reviewed annually.