

Southbury Primary School



**PSHE (Personal, Social, Health education) and
RSE (Relationships and Sex education) Policy**

Aims

At Southbury Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE also flows through all other curriculum areas.

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 always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Southbury are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty by giving them an understanding of the physical and emotional changes and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

At Southbury Primary School, we teach PSHE and RSE 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.

Policy development

This current draft policy has been developed in consultation with staff and pupils. The School is also listening to the views of parents and carers, and following consultation, will make a reasonable decision as to how it wishes to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. Where changes are deemed appropriate, this policy will be reissued with those changes.

The consultation and policy development process involved the following steps:

- Review - a member of the leadership team, pulled together all relevant information including relevant national and local guidance.
- Staff consultation - school staff will be given the opportunity to look at the policy and make recommendations.
- Pupil consultation - in PSHE lessons pupils are given the opportunity to discuss what areas of the subject they would be interested in learning about.
- Ratification - the draft policy was shared with and reviewed by the full Governing Body.
- Parent consultation - based on outcomes from the consultation, changes will be made where appropriate and the policy ratified again by Governors.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships and health & well-being. RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to enable them make well informed, positive choices for themselves.

RSE is not about the promotion of sexual activity.

Delivery of PSHE and RSE

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

At Southbury, we have developed our own PSHE scheme of work for Years 1-6. These lessons are based around a theme which changes half-termly.

At Southbury, we believe that pupils should be taught about the society in which they are growing up. This includes ensuring pupils understand the importance of equality and respect. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Some of the topics covered in each year group are:

*Links to fundamental British Values shown in red

Reception

- Keeping safe - dangers I might encounter, awareness of being able to say 'no' (individual liberty)
- My body and other people's bodies - similarities and differences (respect and tolerance)
- The beginning of life - me, animals, plants
- Life cycles
- Differences between what I can do now and what I can do when I was a baby
- Caring for a baby - invite in a new mum to talk about caring for their baby
- Ageing - how do we know things are alive or dead, young or old
- Being a kind friend (respect and tolerance)
- Feelings

Year 1

- Know that animals (including humans) grow and have babies
- Know how we are growing and changing
- People in my life - what they do for me and what I do for them
- Understand that my family is special
- My moods - feeling happy, sad (individual liberty)
- Friendships - be able to make good relationships with my peers and resolve disagreements with friends (respect and tolerance)
- Safety in the home (rule of law)
- Safety out and about - saying no to strangers (rule of law)

Year 2

- Know about the human lifecycle and the changes humans go through from young to old o Know how they are growing and changing
- Healthy lifestyles, caring for myself - hygiene, sleep, exercise, diet (individual liberty)
- Know that humans grow and reproduce, that babies are made by a mummy and daddy and that they come from inside a mummy
- What makes me happy, valuing myself
- What I like or don't like about other people, cooperation (respect and tolerance)
- Be able to make and maintain friendships and sort out disagreements (respect and tolerance)
- Know what makes a good friend
- People who help me to care for myself
- Be able to help and care for others

Year 3

- Keeping healthy - exercise, diet, the immune system , reducing spreading of disease
- Different families (respect and tolerance)
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. listening and sharing) (individual liberty)
- What I like or don't like about me
- Keeping safe - Looking after others / co-operation (rule of law)

Year 4

- Difficult situations - e.g. teasing or bullying (**respect and tolerance**)
- Family trees
- Belonging to many groups and the different roles and relationships we have in them
- Friendship - who our friends are, why we value them and how we make and lose friends
- Keeping safe - taking risks and safety procedures (**rule of law**)
- Making decisions - good and bad influences - resisting pressure
- Actions and their consequences (**democracy**)

Year 5

- The main stages of the human life cycle
- Know how they have grown and changed since being babies
- Basic biology of the reproductive system and reproduction
- Pregnancy and birth
- Living things and their habitats, including reproduction
- Physical and emotional changes at puberty, what happens and why are they happening
- Know why hygiene is important during puberty
- Looking after a new-born baby - parenting skills
- Asking questions - question box

Year 6

- Recap on changes at puberty
- Gender identity (**respect and tolerance**)

- Recap biology of the reproductive system and reproduction
- Recap pregnancy and birth
- Recap personal hygiene
- Feelings about the future (e.g. making new friends at new school)
- The qualities of strong, supportive and diverse relationships
- Media and stereotypes - Messages about health & discrimination from television, films, magazines, other media (**respect and tolerance/ individual liberty**)
- Healthy lifestyles - diet, drugs & exercise (**individual liberty**)
- Asking questions - question box

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that PSHE and RSE are taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

Delivering PSHE and RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Additional Information for Parents

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 supporting 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.

There is no right to withdraw from Relationships Education at primary level as the content covered by the school follows the Department For Education's statutory guidance

Training

Staff are trained on the delivery of PSHE and RSE as part of our continuing professional development.

Monitoring arrangements

The delivery of RSE is monitored by members of the Headship Team and subject leader.

Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the Governing Body and Headteacher.

