

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, as of September 2020, Relationships Education at primary school is 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.

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 policy has been developed in consultation with staff and pupils. The School has also listened to the views of parents and carers, and following consultation, has made 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 were given the opportunity to look at the policy and make recommendations.
- Pupil consultation – in PSHE lessons pupils were 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 were 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**

Nursey

- Looking after myself
- Feelings (**individual liberty**)
- How to be a good friend (**respect and tolerance**)
- Making choices

Reception

- Being a kind friend and how to resolve conflict (**respect and tolerance**)
- Feelings- my moods (**individual liberty**)
- How to be healthy
- Oral health and hygiene
- Likes and dislikes

Year 1

- Healthy lifestyles- caring for myself, hygiene, sleep, exercise, and diet (**individual liberty**)
- Knowing how we are grow and change
- Likes and dislikes
- My community (**respect and tolerance**)
- My moods and emotions – feeling happy, sad (**individual liberty**)
- Friendships – being able to make good relationships with my peers and resolve disagreements with friends (**respect and tolerance**)

Year 2

- Knowing how we are growing and changing

- What makes me happy, valuing myself and setting goals
- Being able to make and maintain friendships and sort out disagreements (**respect and tolerance**)
- Being able to help and care for others (**respect and tolerance**)
- My family and what makes them special
- Staying safe (**rule of law**)
- Understanding people's rights and showing respect (**respect and tolerance**)

Year 3

- Keeping healthy – exercise, diet, hygiene , reducing spreading of disease (**individual liberty**)
- Setting own goals and aiming high.
- Identifying and managing feelings
- Discussing rules, laws and democracy (**democracy**)
- What helps people to get on with each other (e.g. listening and sharing) (**individual liberty**)

Year 4

- Difficult situations – e.g. teasing or bullying (**respect and tolerance**)
- Recognising and managing positive and negative thoughts
- Friendship – who our friends are, why we value them and how we make and lose friends
- Keeping safe – identifying risks and safety procedures (**rule of law**)
- Growing and changing- puberty

Year 5

- The main stages of the human life cycle
- Basic biology of the reproductive system and reproduction
- Pregnancy and birth
- Physical and emotional changes at puberty, what happens and why are they happening
- Knowing why hygiene is important during puberty

- Working as part of a team and knowing the attributes that are required. (respect and tolerance)
- Democracy and human rights (democracy)
- Making decisions and managing feelings (individual liberty)

Year 6

- Recap on changes at puberty
- Gender identity (respect and tolerance)
- Recap biology of the reproductive system and reproduction
- Recap pregnancy and birth
- Safety – assessing risk, acting responsibly, online safety (rule of law)
- 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)
- Healthy lifestyles - diet, drugs & exercise (individual liberty)
- Asking questions – question box
- Being a responsible citizen- global warming

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.

