

EDWALTON PRIMARY SCHOOL

PSHE and Relationship and Sex Education POLICY



Reviewed: September 2024

Next Review: September 2025

Designated Teacher: Georgie Brookes

1. How This Policy Was Developed

This policy was written by Georgie Brookes, PSHE Lead, and developed in consultation with teachers and other school staff, governors and the pupils at Edwalton Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal Requirements of Schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures 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.

Health Education is also statutory in all schools.

We at Edwalton Primary School 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.

3. Introduction

Our main aim is for children to be happy and successful. For children to be happy, they need to have a good self-image, a feeling that they are valued and that they are making good progress. For children to be successful, staff have to cater for all the different aspects of a child's development - physical, social, academic, spiritual and religious. We are concerned that each child should get the most from, and contribute to, the society of which he/she is already a member. By teaching quality PSHE at Edwalton, this will help our children grow into active citizens who have a respect for our school and our local, national and global communities. As such, the PSHE curriculum promote the teaching of British values and challenges stereotypes, promoting empathy, tolerance and acceptance of diversity in all forms.

We believe that RSE is an important part of this and includes the emotional, social and cultural development of pupils. This involves learning about healthy relationships, different families, respect, love and care, the physical aspects of growing up, the body, puberty, hygiene, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity.

There is often concern that RSE will encourage sexual experimentation however, evidence shows that those children who receive effective RSE at school are more likely to delay first sexual activity and use contraception. At our school, we are building the foundation of skills and knowledge that will be developed further at secondary level.

4. Aims and Objectives

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.

PSHE is about providing our children at Edwalton Primary School with the skills, knowledge and attitudes necessary for them to maximise their quality of life and the quality of life of other people. 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.

5. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Edwalton Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing Education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new 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.

Our PSHE subject lead works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) 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, including guidance documents and teacher training films.

Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons are explicitly taught weekly and also occur in cross-curricular lessons.

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.

6. What is being taught

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 Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** 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.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught once a week through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing themselves and making friends. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

Children are encouraged to engage in 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.

Within National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year 5, 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 Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction. In Year 1, 2 and 3, children are introduced to the words 'penis' and 'vulva' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who they can go to for help. They also look at differences between boys and girls, families and hygiene. From Year 3, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in Years 4, 5 and 6. This lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Alongside the SCARF programme the children's PSHE are developed through:

- spiritual, moral social and cultural development, promoting and celebrating the school's values and achievements.
- Circle Time - Used to deliver the PSHE curriculum and also used to discuss class, whole school, national and global issues which arise at different times.
- Buddy System - Younger children are paired up with an older child for the purpose of reading and building a trusting and supportive relationship.
- School Council - Class representatives are elected in a democratic manner. Meetings are held on a weekly basis with representatives from each class to discuss and make decisions on various aspects of school life. Many decisions actively develop the direction of the school.
- School Parliament - Two children represent the school and work together with other members from the Flying High Trust.
- School Trips- Widen children's' experiences beyond the immediate local environment.
- Residential Trips- Develop the children's' self-esteem, co-operation and encourage team building.
- Eco-Activities - including the farm, gardens and woods. This has a significant impact on improved pupil participation, ownership, leadership, achievement and self-esteem throughout the whole school. Our school has achieved the Green Flag National Accreditation for Eco-schools.
- Food share - Children help to grow vegetables in the school allotment, which is used to provide food for the most needy in the local community.
- International Links/International School Award to promote a sense of global citizenship. We use every opportunity to support the 8 concepts of global dimension-diversity, conflict resolution, global citizenship, human rights,

interdependence, social justice, sustainable development, and values and perceptions.

- Topics such as All about Me, Best of Britain, Invasions and The Romans.
- Links with Science through aspects such as the human body, healthy eating and reproduction.
- Links with RE through learning about and celebrating different religions.
- Sex and Relationships education.
- DARE - Drug Abuse Resistance Education with Year 5 students.
- Providing opportunities for children to learn a musical instrument.
- Provision of a range of clubs, which helps to foster a healthy lifestyle and encourages children to explore individual talents.
- By building positive working relationships between pupils and staff all members of our school family are valued as individuals. Children learn the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves.

7. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, 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. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead.

During Relationships and Sex Education, as with any topic, children will ask questions further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question, they are to write it down and put it into the question box. This allows the teacher time to ensure questions

are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the subject leader as part of the evaluation and monitoring process.

8. How PSHE education is monitored, evaluated and assessed

Teachers assess children during each lesson, enabling them to monitor progress, record key points and identify areas for further development. The work in their books is also used to assess their understanding, if they needed support or could do the extension. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

9. How the delivery of the content will be made accessible to all pupils

It is not our 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, 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.

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 Relationships and Sex Education (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. These different 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 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP 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.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information

10. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum. The school acknowledges that the primary role in children's sex education lies with parent and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we will:

- inform parents about the school's sex education policy and practice
- answer any questions that parents may have about the sex education of their child
- inform parents when the main sex and relationship programme in Years 5 and 6 are about to commence and provide opportunities for parents to view the videos and resources being used.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

11. Confidentiality

Everyone involved in PSHE and RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality.

12. Child protection

Teachers will be aware that effective PSHE and RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved will be alert to signs of abuse and report concerns or suspicions to a safeguarding lead member of staff as outlined in the safeguarding policy.

There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. Due to the age of the children, this situation would raise immediate child protection concerns and would need to be handled sensitively. A safeguarding lead member of staff would be informed and relevant procedures followed.

13. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE and RSE education be required, please contact the PSHE education lead Georgie Brookes.

14. This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)
- Sex and Relationships Education Policy
- Drug Education Policy
- Equal Opportunities Policy
- Welfare of a Whole Child and Safeguarding Policy
- International Policy
- Behaviour Policy
- SEN Policy

These policies can be found in the school office and on the school website

Appendix

| Year/Half-termly unit titles | 1 Me and my Relationships | 2 Valuing Difference | 3 Keeping Myself Safe | 4 Rights and Responsibilities | 5 Being my Best | 6 Growing and Changing |
|------------------------------|---|---|--|--|--|---|
| EYFS | What makes me special People close to me Getting help | Similarities and difference Celebrating difference Showing kindness | Keeping my body safe Safe secrets and touches People who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep Growth Mindset | Cycles Life stages Girls and boys – similarities and difference |
| Y1 | Feelings Getting help Classroom rules Special people Being a good friend | Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help | How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep | Taking care of things: Myself My money My environment | Growth Mindset Healthy eating Hygiene and health Cooperation | Getting help Becoming independent My body parts Taking care of self and others |
| Y2 | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation | Being kind and helping others Celebrating difference People who help us Listening Skills | Safe and unsafe secrets Appropriate touch Medicine safety | Cooperation Self-regulation Online safety Looking after money – saving and spending | Growth Mindset Looking after my body Hygiene and health Exercise and sleep | Life cycles Dealing with loss Being supportive Growing and changing Privacy |
| Y3 | Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss | Recognising and respecting diversity Being respectful and tolerant My community | Managing risk Decision-making skills Drugs and their risks Staying safe online | Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money | Keeping myself healthy and well Celebrating and developing my skills Developing empathy | Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets |
| Y4 | Healthy relationships Listening to feelings Bullying Assertive skills | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money | Having choices and making decisions about my health Taking care of my environment My skills and interests | Body changes during puberty Managing difficult feelings Relationships including marriage |
| Y5 | Feelings Friendship skills, including compromise Assertive skills Cooperation | Recognising and celebrating difference, including religions and cultural | Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) | Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending | Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community | Managing difficult feelings Managing change How my feelings help keeping safe Getting help |

| | Recognising emotional needs | Influence and pressure of social media | Decision-making skills | | | |
|-----------|---|--|--|--|---|---|
| Y6 | Assertiveness Cooperation Safe/unsafe touches Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Aspirations and goal setting Managing risk Looking after my mental health | Coping with changes Keeping safe Body Image Sex education Self-esteem |