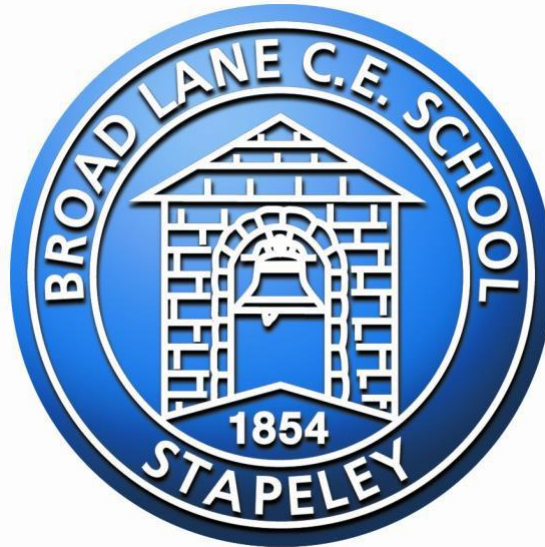


Stapeley Broad Lane CE Primary School



Relationships & Sex Education (RSE) and Personal, Social and Health Education (PSHE) policy

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Initially written: October 2023

Last reviewed on: October 2023

Next review due by: September 2024

1.0 Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a PSHE and RSE Programme - 3D PSHE and 3D Sex Education - through which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

2.0 PHSE Programme

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress. Our PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

Our PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Our PSHE supports the development of the attitudes, values, skills and behaviours which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls

- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

2.1 Relationships Education (Statutory)

The focus of PSHE in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Through our PSHE curriculum, we teach pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary school.

Our PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Our PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

2.2 Sex Education (non-statutory)

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we will also include additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We will share the content of what will be learnt through the 3D PSHE Sex Education unit with parents of Y5 and Y6 pupils. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example 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. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

2.3 PSHE Content and Coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools. There is progression from Preschool upto Year 6 in the areas, as seen on the Progression Document.

We use the additional units (briefly described below) to provide our pupils with a well-rounded PHSE and RSE curriculum to enable them to be socially and emotionally healthy when they reach the end of Y6.

2.3.1 3D PSHE Sex Education Unit

We use the 3D Sex Education Unit with our Y5 and Y6 pupils. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

2.3.2 3D PSHE Extremism and Radicalisation Unit

We also use the 3D PSHE Extremism and Radicalisation Units. In Y2 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In Y6 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

2.3.3 3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit with our Y5 pupils. Their learning covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices. Y6 children become aware of addiction and consequences of choices they make. They also become aware of drugs and how advertising influences our choices.

We expect our pupils to be able to demonstrate the following behaviours, after they have taken part in Relationships Education and personal, social, health and economic (PSHE) education:

** Right to withdraw*

3.0 How we teach it

- PSHE lessons take place for an average of 30 mins per week in each year group and are delivered during Teacher led sessions or by a PPA cover teaching assistant, in Key Stage 1.
- Additional teaching from outside agencies may be sought, for instance NSPCC, PCSO, school nurse
- Assemblies, covering our school values are a regular occurrence, usually weekly and some units may tie in to these and will therefore be referenced in Relationships and PSHE lessons.
- As a school we follow the guidance, as set out by the PSHE Association, 2018:

'It is good practice for teachers to:

- *work with pupils to establish ground rules about how they will behave towards each other in discussion*

3.1 How we evidence our work

- In Preschool, EYFS and KS1 class floor books show work and activities the children have completed to show their 3D PSHE . These do not necessarily show weekly work, they demonstrate good learning and positive outcomes and celebrate significant lessons covered in units. There should however be evidence of PSHE teaching.
- In KS2, children's work is collected and gathered in individual files to evidence work they have done over each ½ term in PSHE. Again, not every lesson will have written evidence, there may be some lessons which are discussion based.

- *offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class*
- *make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class*
- *provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)*
- *ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)*
- *exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.*
- *always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)*
- *link PSHE education with the whole-school approach to supporting pupil welfare*
- *make pupils aware of sources of support both inside and outside the school.'*

➤ In order to support parents:

- Y5 and Y6 parents are given the opportunity to view and discuss the content of the Sex Education programme
- A letter is sent out to gain permission to take part in these lessons. Parents have the right to withdraw their child if they deem it necessary.
- Parents have been consulted about the Relationships & Sex Education and PSHE Curriculum.

1.0 Roles and responsibilities

1.1 The governing board

The governing board will approve the Relationships & Sex Education and PSHE Education policy, and hold the headteacher to account for its implementation.

1.2 The headteacher

The headteacher is responsible for ensuring that Relationships & Sex Education and PSHE Education is taught consistently across the school.

1.3 Staff

Staff are responsible for:

- Delivering Relationships & Sex Education and PSHE Education in a sensitive way
- Modelling positive attitudes to Relationships & Sex Education and PSHE Education
- Monitoring progress of their pupils
- Responding to the needs of individual pupils

1.4 Pupils

Pupils are expected to engage fully in Relationships & Sex Education and PSHE Education and, when discussing issues related to this subject, treat others with respect and sensitivity.

2.0 Monitoring arrangements

The delivery of Relationships & Sex and PSHE Education is monitored by PSHE coordinator and SLT, through:

- Regular learning walks and 'book looks', utilising our Relationships & Sex and PSHE Education consistency framework
- Feedback in staff meeting time to improve practice

This policy will be reviewed by the PHSE subject leader in liaison with the Senior Leadership Team, biannually. At every review, the policy will be approved by the governing body.

3.0 Links with other policies

This policy links to the following policies and procedures:

SEND

SEMH & Positive Behaviour Policy

Teaching and Learning

Curriculum

Marking

4.0 Bibliography

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)