

High Firs Primary School

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

1. Aims

The aims of Relationships and Sex Education and Personal, Social and Health Education (RSE & PSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To develop children's understanding of sex and relationships at age appropriate level

2. Statutory requirements

As a maintained primary school we must provide Relationships and Sex Education and Health Education as per the statutory DfE guidance of June 2019, last updated September 2021. Relationships Education is also a requirement to be taught to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE & PSHE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At High Firs Primary School we teach RSE & PSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – senior staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE & PSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE & PSHE involves a combination of sharing information, and exploring issues and values.

RSE & PSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have used and adapted the Kapow resources for RSE & PSHE to devise our High Firs long term plan.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, Teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Helping children to understand how a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE & PSHE

RSE & PSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education is defined by the DfE as “learning about physical, moral and emotional development” and the guidance states, “It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health” and therefore our teaching focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Changes to my body as I grow
- How babies are conceived and born

- Online relationships and being safe online
- Being safe

As part of the school's statutory safeguarding duty, as referenced in the DfE 'Keeping Children Safe in Education 2023', High Firs Staff understand that technology has "become a significant component in many safeguarding and wellbeing issues" and that "children are at risk of abuse and other risks online as well as face to face" and teaching has been adapted to ensure children are being educated through the RSE & PSHE curriculum to understand these further and how to seek help if needed. For more information about our RSE & PSHE curriculum, see Appendix 1.

Our RSE programme fits the children's age and physical and emotional maturity and follows the key guidelines suggested by the DfE-

- Ensure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

RSE is taught formally to Upper KS2 pupils by the class Teachers and Teaching Assistants. Boys and girls learn together in Year 6. In Year 5 there are separate sessions on puberty led by the teaching staff for boys and girls, as part of the Science curriculum.

Effective teaching of RSE & PSHE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies and these are applied to the teaching of our RSE & PSHE objectives too.

Throughout the school, children will be at different levels of maturity, will have varied life experiences, a range of attitudes and feelings. Lessons will be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship or drug education the teacher will ensure that the teaching point is conveyed in language that is accessible to the children. The needs of pupils with SEN will be supported by the staff, who will use different resources, activities or provide specific support, depending on what the individual children need.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE & PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE & PSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE & PSHE in a sensitive way

- Modelling positive attitudes to RSE & PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE & PSHE

Staff do not have the right to opt out of teaching RSE & PSHE. Staff who have concerns about teaching-RSE & PSHE are encouraged to discuss this with the Headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE & PSHE. This constitutes two lessons in Y6 on *Conception and Pregnancy and Birth*.

Parents do not have the right to withdraw their children from any other aspects of RSE & PSHE.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE & PSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as the school nursing service, to provide support and training to staff teaching RSE & PSHE.

10. Monitoring arrangements

The delivery of RSE & PSHE is monitored by the Headteacher through discussions with pupils, learning walks, book scrutinies and planning scrutinies.

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

This policy will be reviewed by the Governing Body annually.

Policy approved by staff and governors - Jan 2024

Parents' consultation –June 2023

Review date - Jan 2025



Subject: RSE and PSHE

Long Term Plan Including Key Knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Zones of Regulation- developing understanding and strategies for emotional and sensory self-management.					
Year 1	Citizenship Rules Similar, yet different	Family and relationships What is family? What are friendships? Friendship problems Healthy friendships Gender stereotypes	Safety and the changing body Adults in school Adults outside school Making an emergency phone call	Safety and the changing body Appropriate contact Safety with substances PANTS- introduction to safe touch	Economic wellbeing Introduction to money Saving and spending	Health and wellbeing Ready for bed Personal hygiene Sun safety Allergies Understanding emotions- leading on to transition support to next class.
Year 2	Citizenship Rules beyond school Similar yet different- my local community Giving my opinion	Family and relationships Families are all different Unhappy friendships Introduction to manners and courtesy Change and loss Gender stereotypes	Safety and the changing body Communicating online Staying safe with medicine	Safety and the changing body Secrets and surprises Appropriate contact. My private parts are private- PANTS (safe touch)	Economic wellbeing Wants and needs Looking after money Careers and jobs	Health and wellbeing Healthy diet Looking after our teeth Experiencing different Emotions- leading on to transition support to next class. Developing a growth mindset
Year 3	Family and relationships Healthy families Friendship conflicts Friendship: conflict vs bullying Learning who to trust Respecting differences in others Stereotyping gender	Safety and the changing body First Aid: emergencies and calling for help Cyberbullying Influences Keeping safe out and about	Citizenship Rights of the child Charity Local democracy	Health and wellbeing (links to Science and DT) My healthy diary Health and wellbeing Resilience: breaking down barriers Diet and dental health	Economic wellbeing Ways of paying Jobs and careers	Transition to new class Understanding and exploring emotions- leading on to transition support to next class.
Year 4	Family and relationships Respect and manners Healthy friendship Bullying Stereotypes: Disability Change and loss	Safety and the changing body Internet safety: Age restrictions Bullying Share aware Privacy and security Introducing puberty Tobacco	Health and wellbeing Looking after our teeth Celebrating mistakes My happiness Emotions Mental health	Citizenship What are human rights? Diverse communities	Economic wellbeing Keeping track of money Influences on career choices	Transition to new class Understanding and exploring emotions- leading on to transition support to next class.

<p>Year 5</p>	<p>Economic wellbeing Risks with money</p>	<p>Citizenship Breaking the law Parliament</p>	<p>Family and relationships Friendship skills Marriage Respecting myself Family life Bullying Stereotypes: Race and religion</p>	<p>Safety and changing body First Aid: Bleeding Alcohol, drugs and tobacco: Making decisions</p>	<p>Health and wellbeing The importance of rest Taking responsibility for my feelings Healthy meals Sun safety</p>	<p>Safety and changing body and transition Online friendships Staying safe online Puberty Menstruation Transition support to next class.</p>
<p>Year 6</p>	<p>Citizenship Human rights Prejudice and discrimination National democracy</p>	<p>Health and wellbeing Taking responsibility for my health The impact of technology on health Resilience toolkit</p>	<p>Health and wellbeing/ Safety Physical Health concerns First Aid: Basic life Support Immunisation</p>	<p>Economic wellbeing What jobs are available</p>	<p>Family and Relationships Respect Respectful relationships Challenging stereotypes Resolving conflict Change and loss</p>	<p>Safety and changing body, identity and transition Alcohol Social media Physical and emotional changes of puberty Identity and body image Conception (parents have the right to withdraw their child from this lesson) Pregnancy and birth (parents have the right to withdraw their child from this lesson) Transition support to Secondary School.</p>