

PSHE and Relationships and Sex Education (RSE) Learning Policy

Hughenden Primary School



Approved by: Governing Body

Date: September 2021

Review date: September 2022

Rationale

At Hughenden Primary School we take pride in providing strong pastoral support in a safe learning environment where all are valued. We strive to prepare every child for the challenges and changes of the future by enabling them to build strong foundations so they can achieve the highest standards in their personal development. At Hughenden Primary School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils.

From September 2020 statutory Relationships Education and Health Education is part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum. PSHE and RSE are important elements within our safeguarding provision that provides our pupils with the knowledge and skills they need to safeguard themselves and others from potential harm.

Aims of this policy

This policy covers our school's approach to delivering high-quality Relationships and Sex Education (RSE) in order to create a safe school community where our pupils can grow, learn and develop positive, healthy behaviour for life.

This policy aims to:

- Outline how Hughenden Primary School, will carry out statutory responsibilities in respect of delivery of PHSE and Relationships and Sex Education (RSE)
- Explain roles and responsibilities in the delivery of PHSE and RSE
- Provide clarity with regard to new statutory guidance and the requirements of schools to deliver PHSE and RSE
- Provide an overview of the schemes of work and content of PHSE and RSE, considering the age of the pupils
- Outline monitoring and evaluation procedures
- Detail how the policy has been produced including review and update information.

Development of the policy

This policy was developed by the Headteacher and PSHE lead in consultation with teachers and school governors and shared with parents via the school website.

This policy links to the Safeguarding Policy, Equalities policy and the School Behaviour policy

We aim to work collaboratively with parents/ carers to ensure pupils receive PHSE and Sex and Relationships Education lessons that are relevant and age appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

Legal Requirements

- To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.
- To comply with the requirement to have an up to date Sex Education policy /RSE policy developed in line with the DfE statutory guidance on Relationships Education, RSE and Health Education

- To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships/ Sex Education teaching are identified and followed in accordance with the school safeguarding policy

Definition of relationship, health and sex education

Relationships Education: For Relationships Education, our focus 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 with adults. This starts with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. These aspects of relationships are built upon throughout the whole of primary school.

Health Education: The focus of Health Education is on teaching our pupils about physical health and mental wellbeing and providing them with the information that they need to make good decisions about their own health and wellbeing. The benefits and importance of daily exercise, good nutrition and sufficient sleep encourage our pupils to acknowledge the positive two-way relationship between good physical health and good mental wellbeing. Puberty including menstruation will also be covered in Health Education to ensure our pupils are prepared for changes they and their peers will experience.

Sex Education: Although Sex Education is not compulsory in primary school, we believe that it is important to teach some aspects of sex education in order to support the ongoing emotional and physical development of our pupils through the transition phase before moving to secondary school. A tailored sex education programme is delivered to ensure it meets the needs of the physical and emotional maturity of our pupils whilst also considering the developmental differences our children. In support of the transition of pupils to secondary school, the programme will include:

- Changes in the body related to puberty, such as periods and voice breaking
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these
- The legal age for marriage and consensual sexual relationships
- Basic facts about contraception and pregnancy
- To recognise their right to their own physical and emotional personal space
- How to keep themselves safe, including how to report concerns or issues

Teaching of Safe and Effective PHSE and RSE

We ensure the teaching of PHSE and RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring we provide high quality teaching that is differentiated and personalised for accessibility, particularly with regard to more vulnerable pupils (due to the nature of their SEND). These factors are taken into consideration when planning and delivering PHSE and RSE.

Statutory Requirements

We are required to teach RSE as part of our PSHE curriculum in line with current regulations and guidance from the Department of Education which states that all primary school must deliver relationships education. This guidance will become statutory from September 2021.

Schools are required to teach:

- relationships education (all primary aged pupils)
- health education (all pupils in state-funded schools only)

The PHSE / RSE policy complements the following school policies:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy
- Child Protection Policy

Roles and Responsibilities of the School

It is the responsibility of the Headteacher of the school, and the PSHE Subject Lead member of staff to:

- Ensure that parents and staff are informed about this policy
- Ensure that the policy is implemented effectively
- Ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to the Governing Body on the effectiveness of the policy

The PHSE / RSE programme will be led by the school's PSHE Subject Lead. Each year group teacher will be responsible for delivery our RSE programme in a sensitive way, modelling positive attitudes to RSE, monitoring progress and responding to the needs of individuals.

Visiting Speakers

Visiting speakers may be used to help enhance the PHSE and RSE programme. Where availability allows, we utilise the services of the school nursing team. Where they are used, they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils but, in a classroom situation, they should follow the schools Confidentiality Policy.

The Role of Parents / Carers in raising awareness of RSE

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents and carers may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Parents and carers have the right to withdraw their children from those aspects of Sex Education, not included in the Science curriculum. If parents/carers do request their child be removed from these lessons, they should discuss this with the Headteacher. The school always complies with the wishes of parents in this regard. We actively encourage parents to come into school to view the PHSE and RSE Scheme of Work and the resources we use for each year group. Parent will be informed before SRE lessons commence and have the opportunity to preview any resources planning to be used.

At Hughenden Primary School we use the KAPOW framework for the teaching of PHSE and SRE which fulfils the statutory requirements for Relationships and Health Education set out by the DfE and the National Curriculum requirement to teach PHSE and goes beyond the statutory requirements by referring to the PSGE Association programmes of study.

The 5 primary key areas of learning are taught annually through a spiral curriculum which builds on prior knowledge and revisited at greater depth (with the addition of Identity for Year 6)

- Family and Relationships
- Health and Wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

The RSE (Relationship and Sex Education) Curriculum

Curriculum Intent

Why teach Relationships and Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (page 23)

‘It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools school have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born’.

High quality RSE will support pupils to:

- Recognise and establish their own personal boundaries, and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts.
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse (including signposting to trusted online support services such as Childline)
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand and be taught that intimate relationships are for consenting adults
- Explore in a safe and managed environment questions they may have about puberty and give them an age appropriate understanding of sexual development
- Be taught factual and correct information about this how a baby is conceived and born

Curriculum Implementation

PHSE and RSE is delivered through the Relationships curriculum as part of PSHE education. We use the KAPOW scheme of work enhanced by resources from the Cambridge Scheme to ensure the content and delivery of sex education is age appropriate. Distancing techniques are used in PSHE education, which provide de-personalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

Class teachers will teach RSE lessons as part of the PSHE curriculum with an additional adult in the room at all times. Class teachers timetable PHSE lessons within the weekly timetable. It is the teacher's responsibility to plan and deliver a strong curriculum that builds on the knowledge that pupils have previously acquired. The curriculum follows a detailed structure to ensure age-appropriate progression. Lessons include discussion, circle-time, reflection time and group work. Inclusivity is important. Every individual has the right to equal opportunities regardless of their gender, ethnicity or physical / mental ability. Therefore, teachers will always tailor each unit to meet the needs of the children in their class.

Curriculum content

By the time they leave Hughenden Primary School, at the end of Year 6, the impact of our high-quality PSHE and RSE education will enable our pupils to:

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe on line, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

See appendix 1 for PHSE and RSE curriculum overview.

Managing Difficult Questions

All aspects of PSHE curriculum are underpinned by shared respect with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the

internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's safeguarding policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

Parents'/ carers right to withdraw

At Hughenden Primary School, we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we will support the wishes of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents/ carers to make an appointment to come in and speak to the Headteacher or PSHE lead about any concerns they may have. Requests for withdrawal should be put in writing ahead of the lesson being taught.

Please note that parents and carers do not have the right to withdraw their child from PHSE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. (See below.)

We highly recommend all students receive the full PSHE and RSE curriculum.

Science	Health Education	Relationships Education
Human body	Changes in adolescent body, including understanding why	Safe, enjoyable relationships which foster equality
Changes as humans develop from childhood to old age		Consent
Life cycle and reproduction		
Other puberty changes		

Monitoring and Review

The local Governing Body and Headteacher will monitor the operation and effectiveness of the school's PHSE and RSE policy and deal with any queries relating to it. The relevant body will monitor any concerns or complaints raised in relation to the policy on an annual basis. We welcome and consider any feedback from teachers, parents/carers and pupils regarding the delivery and effectiveness of our PHSE and RSE programme.

Hughenden Primary School RSE and PHSE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

Activate Windows
Go to Settings to activate Wi

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs 	<p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes
Transition Identity	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> What is identity Gender identity Identity and body image