

PSHE & Relationships and Sex Education Policy (from 2020)

Springwell Park Primary School



Springwell Park

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1. Aims

The aims of PSHE & relationships and health education (RSE) 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
 - Develop the skills and understanding for being able to articulate and deal with emotions
 - To develop decision making skills
 - To enable pupils to manage their physical and social environments

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2 and Health Education in primary schools.

The PSHE framework is closely interlinked with the 6 values that are the underpinning of Springwell Park. These are Kindness, Appreciation, Courage, Pride, Aspirations and Resilience. These values are examined within the curriculum to enable pupils to understand other people's values and attitudes and to gain understanding and clarification about their own. In delivering PSHE, which includes relationships education, to children, we are actively helping to shape well rounded and mindful students who will be set with the skills to monitor and look after their mental wellbeing and have a deeper connection with themselves and others around them.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Sex education is not compulsory within primary schools. We will therefore teach what is expected of the National Curriculum for science which 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. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum-

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

At Springwell Park Primary School we teach PSHE & RSE 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 – a member of staff or working group 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 consulted through a questionnaire to gain their thoughts about 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

PSHE is about helping pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Relationships Education has a focus on teaching the fundamental building blocks and characteristics of positive relationships and health including puberty, There is a particular reference to friendships, family relationships, and relationships with other children and with adults. The teaching of Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

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

RSE is **not** about the promotion of sexual activity.

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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. Our pastoral team work closely with teachers, support staff to offer those children who require

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of PSHE

PSHE is organised as part of the management of pupils in the classroom, as an element within the formal taught curriculum, the informal curriculum and extra-curricular activities.

PSHE education addresses both pupils' current experiences and preparation for their future. The programme of study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

The schools as an organisation will also provide the context for enabling pupils to participate in real decision-making and responsibilities. This will make citizenship education come alive.

The provision is located largely cross- curricular and planned with other curricular requirements such as science and literacy with some discrete lessons with a PSHE theme. Some specific elements are developed

through circle timework. This is further reinforced through our assemblies as part of a whole school approach with a focus on attitudes, values and celebrating success.

RSE 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 receive workshop sessions delivered by a trained health professional to support with their understanding of the changing adolescent body.

PSHE focuses on teaching three core themes, these are;

- Health and wellbeing
- Relationships
- Living in the wider world

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our PSHE including RSE curriculum, see Appendices 1 and 2.

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 policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive way
- Modelling positive attitudes to PSHE including RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

As with other areas of the curriculum, the teachers will take full responsibility for planning, teaching and evaluation. They will ensure that they are fully involved in all such sessions and visitors are not left alone with a class of pupils.

The co-ordinator will review and monitor the visitor experiences to ensure it contributes to and enhances the schools PSHE programme.

7.4 Pupils

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

8. Parents' right to withdraw

Springwell Park is aware that the primary role in a child's relationship and sex education lies with parents and carers. We pride ourselves on the relationships, support and trust that we have built with parents and carers of the children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make available online, via the school website, this PSHE & RSE Policy;
- Answer any questions that parents/carers may have about the RSE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE.
- 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.

It is important for parents & carers to understand that:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. They should discuss this with the headteacher and make it clear which aspects of the programme that they do not wish their child to participate in.

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

9. Training

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

The headteacher and/or PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of PSHE including RSE is monitored by the PSHE Co-ordinator through:

Learning walks, planning scrutinises, lesson observations and staff and pupil feedback.

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 board/committee name/governor name/the headteacher].

Appendix 1: Curriculum map

PSHE curriculum map

	<u>Autumn 1</u> Healthy Mind	<u>Autumn 2</u> Caring Friendships	<u>Spring 1</u> Online Safety	<u>Spring 2</u> Keeping Safe	<u>Summer 1</u> Healthy Relationships	<u>Summer 2</u> Healthy Body
Year 1	<p>Code of conduct</p> <p>Class charter rules – why we have rules</p> <p>Ballot Box – Why we vote</p> <p>That there is a normal range of emotions that all humans experience in relation to different experiences & situations.</p> <p>Simple self-care techniques</p>	<p>How important friendships are in making us feel happy and secure and how people choose and make friends</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>The rules and principles for keeping safe online & reporting</p>	<p>Each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other contact (NSPCC Pants)</p> <p>Keeping myself safe on the road (Pedestrian training)</p> <p>Basic First Aid & 999</p>	<p>Families are important for children because they give them love, security & stability.</p> <p>Other families in school or in the wider world sometimes look different from their family but that they should respect those differences and know that families are characterised by love and care.</p>	<p>Personal hygiene and germs including bacteria and virus'. How they are spread and treated, and the importance of handwashing</p> <p>Dental health and the benefits of good oral hygiene and dental flossing including regular check-ups to the dentist</p>

	<u>Autumn 1</u> Healthy Mind	<u>Autumn 2</u> Caring Friendships	<u>Spring 1</u> Online Safety	<u>Spring 2</u> Keeping Safe	<u>Summer 1</u> Healthy Relationships	<u>Summer 2</u> Healthy Body
Year 2	<p>Code of conduct</p> <p>Class charter – to identify the code of conduct as responsibilities/to give examples of respectful behavior</p> <p>Why we have rules</p> <p>Democracy – why we vote</p> <p>How to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Simple self-care techniques</p>	<p>The characteristics of friendship</p> <p>Tolerance of differences</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>About the benefits of rationing time spent online</p> <p>The risk of excessive time spent on electronic devices and the impact of positive & negative content online on their own and others' mental wellbeing</p>	<p>People who help us linked to Heartstart making emergency calls</p> <p>About safe & unsafe sun exposure to the sun, and how to reduce the risk of sun damage including skin cancer</p> <p>Concept of privacy and the implications of it for both children & adults; including that it is not always right to keep secrets if they relate to being safe</p>	<p>Characteristics of a healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members. The importance of spending time together and sharing each other's lives</p>	<p>What constitutes a healthy diet</p> <p>The characteristics and mental and physical benefits of a healthy lifestyle</p>

	<u>Autumn 1</u> Healthy Mind	<u>Autumn 2</u> Caring Friendships	<u>Spring 1</u> Online Safety	<u>Spring 2</u> Keeping Safe	<u>Summer 1</u> Healthy Relationships	<u>Summer 2</u> Healthy Body
Year 3	<p>Code of conduct</p> <p>Class charter rules – why we have rules</p> <p>Ballot Box – Why we vote</p> <p>Democracy – Why we vote</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Simple self-care techniques</p>	<p>Healthy friendships are positive and welcoming and do not make others feel lonely or excluded</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>How to consider the effects of their online actions, respectful behavior online and the importance of keeping personal information private</p> <p>How information and data is shared and used online</p>	<p>The facts about legal and illegal harmful substances and associated risks of smoking</p> <p>How to respond safely and appropriately to adults they may encounter whom they do not know</p> <p>How to report concerns or abuse and the vocabulary and confidence to do so</p> <p>Where to get advice e.g. family school and/or other sources</p>	<p>How to recognize if family relationships are making them feel happy or unsafe and how to seek help from others if needed</p>	<p>Characteristics of an poor diet and risks associated with unhealthy eating</p> <p>Risks associated with an inactive lifestyle including obesity</p>

	<u>Autumn 1</u> Healthy Mind	<u>Autumn 2</u> Caring Friendships	<u>Spring 1</u> Online Safety	<u>Spring 2</u> Keeping Safe	<u>Summer 1</u> Healthy Relationships	<u>Summer 2</u> Healthy Body
Year 4	<p>Code of conduct</p> <p>Class charter rules – Our wants and needs – role of school council. Rules & laws</p> <p>Isolation & loneliness, discussing their feelings with an adult and seeking support</p> <p>Simple self-care techniques</p>	<p>How to resolve conflicts and repair friendships?</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>The internet can be a negative place, cyber-bullying with trolling, online abuse and harassment</p> <p>Negative stereotypes</p>	<p>The facts about legal and illegal harmful substances and associated risks of alcohol</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>	<p>The importance of respecting others even when they are very different from them or make different choices or have different preferences or beliefs</p>	<p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn</p>

	<u>Autumn 1</u> Healthy Mind	<u>Autumn 2</u> Caring Friendships	<u>Spring 1</u> Online Safety	<u>Spring 2</u> Keeping Safe	<u>Summer 1</u> Healthy Relationships	<u>Summer 2</u> Healthy Body
Year 5	<p>Code of conduct</p> <p>Class charter/ rules, rights and responsibilities – to relate language of rights to own experiences in school democracy</p> <p>Where and how to seek support. Recognising triggers to seek support and the ability to control their emotions</p> <p>Simple self-care techniques</p>	<p>How to recognise who to trust and not trust. How to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to seek help or advice</p> <p>Knowing that bullying has a lasting impact on mental wellbeing.</p>	<p>Why social media, some computer games and online gaming are age restricted</p> <p>How to be a discerning consumer of information online including understanding that from search engines, is ranked, selected and targeted</p>	<p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Key facts about puberty and the changing adolescent body including physical and emotional changes</p> <p>Menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Same sex & forced marriage</p>	<p>The principals of planning and preparing a range of healthy meals</p> <p>How to recognise early signs of physical illness such as weight loss or unexplained changes to the body</p>

	<u>Autumn 1</u> Healthy Mind	<u>Autumn 2</u> Caring Friendships	<u>Spring 1</u> Online Safety	<u>Spring 2</u> Keeping Safe	<u>Summer 1</u> Healthy Relationships	<u>Summer 2</u> Healthy Body
Year 6	<p>Code of conduct</p> <p>Class charter</p> <p>Democracy – why we vote</p> <p>Role of parliament and rules in our country</p> <p>To understand the role of the local council and how it relates to government</p> <p>Mental ill health e.g. anxiety & depression, common health conditions & support available</p> <p>Simple self-care techniques</p>	<p>Safe skills</p> <p>Knowing that bullying has a lasting effect on mental wellbeing</p>	<p>Covered in safe skills</p>	<p>Gangs project</p> <p>Concepts of basic first-aid for example dealing with common injuries including head injuries</p> <p>The facts about legal and illegal harmful substances and associated risks of drugs</p>	<p>The importance of self-respect and how it links to their own happiness</p>	<p>The facts and science relating to allergies, immunisation, and vaccines</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from **non statutory** sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	