

Nursery Hill Primary School



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

Status of policy – Statutory/Non-Statutory

DATE REVIEWED: April 2023

DATE APPROVED: April 2023

NEXT REVIEW DATE: April 2023

Signed: Alexis Gardner Chair of Governors

Signed: Sarah Jeans Headteacher

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE-updated Sept 2021)

"All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it;
- Say how sex and relationship education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly"

Policy Development:

This policy has been developed following a series of consultations with parents/ carers and staff. The policy has been written taking into consideration pupils views and ensuring it meets the needs of all our pupils.

Aims:

At Nursery Hill Primary School, we believe that Personal, Social Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the RSE. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aim of PSHE and RSE at Nursery Hill is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

We aim to ensure that all children:

- Understand the physical and emotional changes that take place as they grow into adults.
- Be prepared for puberty and are sensitive towards their own and opposite gender changes.
- Understand human reproduction.
- Be able to reflect on what they are learning and consider what RSE information means to them now and in the future.
- Receive an accurate unbiased education.
- Have respect for the diversity of human relationships, for other cultures and faiths.

- Explore the values, attitudes and beliefs that effect their behaviour.
- Understand themselves, have respect for themselves and others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Make informed choices about their own relationships.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers, media, social media, internet, TV, family and community.
- Have respect and care for their own and other people's bodies, and to have the confidence to assert their own values.
- Understand the value of loving, respectful and stable relationships.
- Know where they can get support and help from others in relation to sensitive issues.
- understand the value of families and family life.
- Have access to a curriculum in which sensitive discussions can take place.
- Are prepared for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Are taught the correct vocabulary to describe their bodies.

Statutory Requirements:

At Nursery Hill Primary School, we teach PSHE and RSE as set out in this policy. From September 2020, the Department for Education made Health and Relationships Education compulsory for primary pupils, making it statutory for all schools to deliver. Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the change's adolescence brings. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Our school vision is to develop well-rounded, confident and responsible individuals, who are happy. We support the values of all of our families and are considerate to the belief's others hold. As a result, we have ensured that all RSE learning adhere to the teachings that are respectful of all faiths.

Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of PSHE.

Definition of Personal, Social, Health Education (PSHE)

We teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Coram Life Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Delivery of PSHE and RSE:

RSE is taught within PSHE and some biological aspects of sex education are taught within the science curriculum. At Nursery Hill, we use Coram Life, a set of online teacher resources called SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) which provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. It is mapped to the PSHE Association programmes of study and it helps to promote behaviour, safety, achievement and wellbeing. The PSHE program is split into suggested half termly units and covers the following of topics which some relate to RSE.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Relationships (Trusted adults, feelings)	Valuing Difference (friendships, respect, differences)	Keeping Myself Safe (keeping body safe, online safety, safe and unsafe touch)	Rights and Responsibilities (caring for world, money, being helpful)	Being my Best (healthy lifestyle)	Growing and Changing (life stages, body parts, differences, between girls and boys)
1	Me and My Relationships (feelings, emotions, conflicts, resolutions, friendships)	Valuing Difference (British Value focus, tolerance, bullying, safeguarding, respect, caring)	Keeping Myself Safe (aspects of relationship education, healthy lifestyle, relationships, feelings, medicines, illness, consent, good and bad touch)	Rights and Responsibilities (money, personal hygiene, living in the wider world, environment)	Being my Best (keeping healthy, growth mind set, goal setting, achievement)	Growing and Changing (includes RSE related issues, body parts, growing and changing, privacy, safe guarding)
2	Me and My Relationships (feelings, emotions, conflicts, resolutions, friendships)	Valuing Difference (British Value focus, diversity, support networks, tolerance, bullying, safeguarding, respect, caring)	Keeping Myself Safe (aspects of relationship education, safeguarding, medicines, appropriate touch, privacy, secrets, body parts)	Rights and Responsibilities (environment, respect, cooperation, feelings, safeguarding, community, saving, responsibility, money)	Being my Best (growth mind set, resilience, aspirations, healthy lifestyle, hygiene, viruses, illness, physical activity, body parts)	Growing and Changing (includes RSE related issues, teamwork, cooperation, loss, feelings, resilience, change, growing, body parts, body image, life cycles,, privacy, first aid)
3/4	Me and My Relationships (feelings, emotions, conflicts, resolutions, friendships, democracy, laws, bereavement, change, dares, teamwork, emotional health, media)	Valuing Difference (British Value focus, friendship, diversity, tolerance, respect, stereotypes, family, appropriate touch, safeguarding, bullying, racism, communication, friendship, identity, media)	Keeping Myself Safe (internet safety, drugs, relationships, safety, support network, risk-taking, drugs, alcohol, smoking, body parts, media, resilience, assertiveness, medicines, social norms, influences, prejudice, self-esteem)	Rights and Responsibilities (environment, community, well-being, safeguarding, safety, money, saving, responsibility, rules, laws, media, influence, bullying taxes)	Being my Best (growth mindset, healthy lifestyle, medicine, viruses, illness, tolerance, respect, body image, media influence, talents, diversity, achievement, rules and laws, diversity, respect, recycling, environment, community, first aid)	Growing and Changing (includes RSE related issues, emotional needs, change, loss, feelings, puberty, reproduction, body parts, life cycles, periods, menstruation, secrets, communication, decision making trust, relationships, appropriate touch, secrets, body changes, personal hygiene, first aid)
5/6	Me and My Relationships (feelings, emotions, conflicts, resolutions, friendships, teamwork, cooperation, self-esteem, respect, communication, media influence, assertiveness, respect, emotional needs, bullying, smoking, social norms, forced marriage, arranged marriage, marriage, law diversity, inappropriate touch, safeguarding, internet safety)	Valuing Difference (British Value friendships, self-esteem, respect, tolerance, racism, discrimination, bullying, caring, diversity, being different, keeping safe, community, positive relationships, decision making, stereotypes, media influence, bullying, gender expectations)	Keeping Myself Safe (internet safety, drugs, relationships, drugs, smoking, aspirations, risk-taking, resilience, dares, standing up for yourself, peer influence, media influence, decision making, emotional needs, law, medicines, sexting, independence, responsibility, growing and changing)	Rights and Responsibilities (environment, community, rights, safety, money, saving, responsibility, rules, laws, media, influence, taxes, council, media influence, stereotypes, social media, peer influence, emotional needs, bullying, jobs, taxes, citizenship, community, responsibility, democracy)	Being my Best (keeping healthy, growth mindset, goal setting, achievement, wellbeing, alcohol, smoking, drugs, body parts, talents, aspirations, self-esteem, community, independence, risk-taking, being yourself, body image, media, influence, first aid, self esteem, responsibility, risk taking, alcohol, social norms, safety)	Growing and Changing (includes RSE related issues, dealing with change, responsibility, bullying, resilience, feelings, seeking help, appropriate touch, reproduction, body parts, feelings, puberty, body image, emotions, wet dreams, positive relationships, peer influence, secrets, stereotypes, peer pressure, puberty, periods, menstruation secrets, reproduction, conception, birth, pregnancy)

Legal requirements of teaching RSE:

All schools must teach the following of Science in the National Curriculum. Parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

Year 1 – Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
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Year 2 – Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Year 3 – Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 4 – Animals, including humans

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Year 5 – Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Year 6 – Animals, including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Foundation Stage

Through the EYFS Curriculum, children are taught to play cooperatively, taking turns with others and learn to show sensitivity to others needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about “Understanding the World”, children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

Teaching of RSE:

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of SRE at an age appropriate level and with differentiation if required.

Organisation of Sex and Relationship Education

There is a designated teacher with responsibility for coordinating sex and relationship education. SRE is delivered through Science, RE, PSHE, Citizenship, English activities and circle times. Sex and relationship education is taught by classroom teachers. A range of teaching methods which involve the children’s full participation are used to teach this subject.

Parents as partners

The school is well aware of the valuable role parents and carers play in their children’s relationship and sex education. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. However, the new legislation brought in through the Children and Social Work Act 2017 will bring about some important changes in relation to parental rights to withdraw children from school RSE:

- The RSE elements contained in the Science National Curriculum are mandatory for all pupils of primary and secondary age.

- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school
- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum. If a child is withdrawn from these lessons, they remain our responsibility and need to remain in school. If a parent wishes their child to be withdrawn from sex education lessons, they should inform the school in writing, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Parents will be informed when their child's RSE lessons will take place if it is not being delivered in Science. They have the opportunity to speak to staff and if they want to they can view the resources by contacting the school.

All RSE teaching will be appropriate to the age, needs and experience of each child at Nursery Hill, using a sensitive approach which will recognise special needs, gender and culture issues.

In Y5 and Y6 the children will take part in RSE workshops with expert educators from Connect for Health or Coram life and they are experienced in discussing sensitive issues in an age-appropriate way. The boys and girls will be taught separately for these workshops and parents are invited to attend a "parent workshop" to discuss the content and discuss any questions they may have regarding the content and delivery.

Confidentiality/Child Protection:

Teachers encourage an atmosphere of trust, maturity and sensitivity during RSE lessons. They will discuss Ground Rules with the children, including their rights and the law. The children will be given the opportunities to ask questions and discuss any issues. Questions will be dealt with as openly and sensitively as possible. It is important that teachers deal honestly and sensitively with issues such as sexual orientation, and will answer appropriate questions supportively. Teachers will also take measures to deal with the unacceptability of homophobic bullying.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Equal Opportunities Policy and the Equality Act (2010). This means at the centre of the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to

puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

Links with other policies

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

Taking Care programme:

The RSE teaching at Nursery Hill Primary School also runs alongside the county wide initiative to keep children safe.

Protective Behaviours is a practical approach to personal safety. It is a program that encourages self- empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by teaching children to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear. Every year each child in our school is given four lessons following the 'Taking Care' model. The sessions are around these two key messages: 'We all have the right to feel safe all the time' and 'There is nothing too awful (or too little) we can't talk about it with someone'