

# Nursery Hill Primary School



## PSHE and RSE Policy

Status of policy – **Statutory**/Non-Statutory

**DATE REVIEWED:** October 2025

**DATE APPROVED:** October 2025

**By Governing Board**

**NEXT REVIEW DATE:** October 2026

**Signed:      Simon Roberts      Chair of Governors**

**Signed:      Sarah Jeans      Headteacher**

### **Background Information:**

#### **Rights Respecting Schools**

Article 5: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights.

Article 16: Every child has the right to privacy.

Article 28: Every child has the right to an education.

Nursery Hill Primary School is a small primary school located in North Warwickshire. Pupil mobility is high and has an impact in the classroom and on school performance. The average percentage of pupils who have been with us since Year 1 is 40%. Teachers must quickly work out what a pupil has learnt in their previous school and what gaps they have in their knowledge. Groups within the class are reorganized, any additional SEND (Special Educational Needs and Disabilities) support is put in place and of course, children need to make new friends and get used to their surroundings. SEND is above national average (35%NHP 13% National). Headteacher is also the SENDCo with a second SENDCo who has completed the NASENCo award.

### **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 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.

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 are to:**

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
  
- Prepare pupils to be positive and active members of a democratic society.
- Teach pupils to understand what constitutes a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.

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- Provide pupils with a toolkit for understanding and managing their emotions.
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- 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.
- Teach pupils 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 beliefs 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.

### **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 an 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.

Alongside side this and carefully linked to the curriculum, we use Protective Behaviours and Zones of Regulation.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Me and My Relationships</b> (What makes me special, People close to me, Getting help)	<b>Valuing Difference</b> (similarities and difference, celebrating difference, showing kindness]	<b>Keeping Myself Safe</b> (keeping my body safe, safe secrets and touches, people who help to keep us safe)	<b>Rights and Respect</b> (looking after things: friends, environment, money)	<b>Being my Best</b> (Keeping my body healthy – food, exercise, sleep, Growth Mindset)	<b>Growing and Changing</b> (Cycles, Life stages, Girls and boys – similarities and differences)
<b>1</b>	<b>Me and My Relationships</b> (feelings, getting help, classroom rules, special people, being a good friend)	<b>Valuing Difference</b> (Recognising, valuing and celebrating difference. Developing respect and accepting others. Bullying and getting help)	<b>Keeping Myself Safe</b> (How our feelings can keep us safe – including online safety. Safe and unsafe touches, Medicine safety. Sleep)	<b>Rights and Respect</b> (Taking care of things: Myself, My money, My environment)	<b>Being my Best</b> (Growth Mindset, Healthy eating, Hygiene and health. Cooperation)	<b>Growing and Changing</b> (Getting help, Becoming independent, My body parts, Taking care of myself and others)
<b>2</b>	<b>Me and My Relationships</b> (Bullying and teasing, Our school rules about bullying, Being a good friend, Feelings/self-regulation)	<b>Valuing Difference</b> (Being kind and helping others, Celebrating difference, People who help us, Listening skills)	<b>Keeping Myself Safe</b> (Safe and unsafe secrets, Appropriate touch, Medicine safety)	<b>Rights and Respect</b> (Cooperation, self-regulation, Online Safety, Looking after money – saving and spending)	<b>Being my Best</b> (Growth Mindset, Looking after my body, Hygiene and health, Exercise and sleep)	<b>Growing and Changing</b> (Life cycles, Dealing with loss, Being supportive, Growing and changing, Privacy)
<b>3</b>	<b>Me and My Relationships</b> (Rules and their purpose, Cooperation, Friendship including respectful relationships, Coping with loss)	<b>Valuing Difference</b> (Recognising and respecting diversity, Being respectful and tolerant, My community)	<b>Keeping Myself Safe</b> (Managing risk, Decision-making skills, Drugs and their risks, Staying safe online)	<b>Rights and Respect</b> (Skills we need to develop as we grow up, Helping and being helped, Looking after the environment, Managing Money)	<b>Being my Best</b> (Keeping myself healthy and well, Celebrating and developing my skills, Developing empathy)	<b>Growing and Changing</b> (Relationships, Changing bodies and puberty, Keeping safe, safe and unsafe secrets)
<b>4</b>	<b>Me and My Relationships</b> ( Healthy relationships, Listening to feelings, Bullying, Assertive skills)	<b>Valuing Difference</b> (Recognising and celebrating difference – including religions and cultural difference, Understanding and challenging stereotypes)	<b>Keeping Myself Safe</b> (Managing risk, Understanding the norms of drug use – cigarette and alcohol use, Influences, Online safety)	<b>Rights and Respect</b> (Making a difference – different ways of helping others or the environment, Media influence, Decisions about spending money)	<b>Being my Best</b> (Having choices and making decisions about my health, Taking care of my environment, My skills and interests)	<b>Growing and Changing</b> (Body changes during puberty, Managing difficult feelings, Relationships including marriage)
<b>5</b>	<b>Me and My Relationships</b> (Feelings, friendship skills- including compromise, Assertive skills, Cooperation, Recognising emotional needs)	<b>Valuing Difference</b> (Recognising and celebrating difference including religions and cultural, Influence and pressure of social media)	<b>Keeping Myself Safe</b> (Managing risk including online safety and norms around use of legal drugs e.g. tobacco and alcohol, Decision-making skills)	<b>Rights and Respect</b> (Rights, respect and duties relating to my health, Making a difference, Decisions about lending, borrowing and spending)	<b>Being my Best</b> (Growing independence and taking ownership, Keeping myself healthy, Media awareness and safety, My community)	<b>Growing and Changing</b> (Managing difficult feelings, Managing change, How my feelings help keeping me safe, Getting help)
<b>6</b>	<b>Me and My Relationships</b> [Assertiveness, cooperation, safe/ unsafe touches, positive relationships]	<b>Valuing Difference</b> (Recognising and celebrating difference, Recognising and reflecting on prejudice-based bullying, Understanding Bystander behaviour, Gender stereotyping)	<b>Keeping Myself Safe</b> (Understanding emotional needs, Staying safe online, Drugs: norms and risks, including the law)	<b>Rights and Respect</b> (Understanding media bias including social media, Caring: communities and the environment, Earning and saving money, Understanding democracy)	<b>Being my Best</b> (Aspirations and goal setting, Managing risk, Looking after my mental health)	<b>Growing and Changing</b> (Coping with changes, Keeping safe, Body image, Self-esteem)

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### **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

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### **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:**

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. The following of issues will not be discussed with the children:

**contraception, abortion, homosexuality, masturbation and sexually transmitted diseases.**

In Y5 and Y6 the children will take part in RSE workshops with expert educators from SCARF 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.

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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 LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

**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'

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