

PSHE and RSE Policy

Introduction

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

We at Minsterley Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Definition of RSE (Relationships and Sex Education)

Relationships Education

For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structures
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

Health Education

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. Health Education in primary schools will cover a variety of topics (see Appendix 2).

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance.

Sex Education

For the purpose of this policy, “**sex education**” is defined (in the DfES document), as ‘learning about physical, moral and emotional development’. 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.’

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Minsterley Primary School, we believe children should understand the facts about human reproduction before they leave primary school so they can lead confident, healthy, independent lives and to become informed, active and responsible citizens. We define Sex Education as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

We intend to teach this through both the Science and PSHE curriculums. When the sexual reproduction of animals is taught as part of the Science curriculum (in Year 5) it is compulsory for children. In which case, parents can’t withdraw their children from these lessons. When Sex Education is taught as part of PSHE, parents have the right to withdraw.

Delivery of PHSE/RSE

At Minsterley Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education (see Appendix 2). It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We adapt the scheme where necessary to meet the needs of the children at our school. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. We will also use resources from the Chris Winterton Project (Appendix 3).

The curriculum is a spiral curriculum which means that there are foundation blocks developed through classes, resulting in the end outcome of the statutory requirements being achieved comprehensively by the end of primary school, whilst also delivering a comprehensive, full PSHE programme. Although the main content is delivered through standalone PHSE lessons it is also should be firmly embedded in other curriculum areas.

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

EYFS, KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different

activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Assessment

Assessment and evaluation of the RSE programme outside the science is conducted using a variety of activities which are built into the RSE programme of study. This can include peer assessment and self-assessment alongside the class teacher using age specific descriptors (produced by SCARF) to make a professional judgement on a children's attainment. Teachers delivering RSE, constantly evaluate their lessons in line with the Minsterley Primary School Marking Policy and use observations to inform future assessment and future planning. SCARF lesson plans are used throughout the school, however a teacher can use their professional discretion to make adaptations where necessary to suit the needs of their particular cohort.

Monitoring

We regularly monitor our Relationships Education scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with the RSE and PHSE leaders and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated. The RSE and PHSE leaders will monitor the implementation of the programme through: consultation with teachers, lesson observations, looking at samples of pupils work and pupil feedback.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This

could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

Consultation

This policy underwent a process of consultation with parents and staff prior to final approval by the governing body in TBC.

Key Contacts

PSHE Co-ordinator: Miss R Lacy

RSE Lead and Designated Safeguarding Lead: Head teacher Miss K Wilcox

Safeguarding governor: Claire Withington

Policy Review

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Review: February 2024, or sooner if there are statutory changes.

Appendix 1

Overview of The Statutory RSE Objectives For the End Of Primary

<p>Families + People Who Care For Me</p>	<p>Pupils should know:</p> <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
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Caring Relationships	<p>Pupils should know:</p> <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
Respectful Relationships	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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, for example family, school or other sources

Health Education

Mental Wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> *that mental wellbeing is a normal part of daily life, in the same way as physical health *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing *where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet Safety + Harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> *that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private *why social media, some computer games and online gaming, for example, are age restricted that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted *where and how to report concerns and get support with issues online
Physical Health + Fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> *the characteristics and mental and physical benefits of an active lifestyle *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise *the risks associated with an inactive lifestyle (including obesity) *how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> *what constitutes a healthy diet (including understanding calories and other nutritional content) *the principles of planning and preparing a range of healthy meals *the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs + Tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use + drug-taking
Health + Prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing *the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> *how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes *about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 2 Long-term Plan

Year/Half-termly unit titles	1 Me and my Relationships Autumn A	2 Valuing Difference Autumn B	3 Keeping Myself Safe Spring A	4 Rights and Responsibilities Spring B	5 Being my Best Summer A	6 Growing and Changing Summer B (Must be taught in separate year groups)
EYFS Class Year B	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages CWP EYFS
Y1 Class Year A Wrekin Year A	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others CWP Year 1
Y2 Wrekin Year B	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy CWP Year 2
Y3 Lawley Year A	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets CWP Year 3
Y4 Lawley Year B Shipton Year B	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage CWP Year 4
Y5 Shipton Year A Long Mynd Year A	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help Keeping safe Getting help CWP Year 5
Y6 Long Mynd Year B	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem CWP Year 6

Appendix 3

Chris Winterton Project

