

PSHE Education Policy

(Physical, Social, Health and Economic)

Incorporating the RSHE Policy

(Relationships, Sex and Health Education)



Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!

Rationale and Ethos:

This policy covers Barkisland Primary School's approach to delivering developmental and age/stage appropriate and effective PSHE education and RSHE. RSHE is embedded within the overall teaching of our existing PSHE (Personal, Social, Health and Economic education) curriculum. The policy has been developed through consultation with staff, parents and governors. We believe PSHE is important for all of our pupils as it prepares children to become responsible, safe and respectful adults.

PSHE education is closely linked to RSHE and we use this as an umbrella term to encompass both curricula. The programme is well-established at Barkisland School but is continually adapted to meet the changing needs of children's education and legislation. In addition to the specific RSHE topics detailed below, PSHE includes content relating to Living in the Wider World, which.

- gives children an understanding of the rights and responsibilities that are part of being a good citizen
- develops a respect of and responsibility for the environment
- introduces them to some of the principles of prudent financial planning, how money is obtained and making wise choices with regard to money
- provides children with the tools to make responsible choices and to develop independence.

RSHE is part of children's lifelong learning about emotional, moral, social and physical aspects of growing up, relationships, sex, and human reproduction. Through equipping pupils with the necessary skills, they will be able to build positive, enjoyable, respectful and non-exploitive relationships. We ensure RSHE fosters gender and LGBT+ equality, through a Different Families, Same Love approach, by exploration of attitudes and values, and the British Value of tolerance. We do not use RSHE as a means of promoting any form of sexual orientation or gender identity.

As a school we value diversity; modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults and pupils, and are wholly supported by our own Core Values.

Barkisland School will ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through differentiation of work, scaffolding materials, adult support and mixed ability groups.

RSHE will be taught in a faith-sensitive and inclusive way, understanding and appreciating differences within and across the teachings of the Christian faith and of other communities Barkisland School serves. It will afford dignity and worth to the views of pupils from all communities represented in the school while ensuring the Equality Act of 2010 is applied and reinforced.

The intended outcomes specifically are:

RSHE in general

Taking account of the age, maturity and needs of the pupils, RSHE aims to provide the knowledge and information to which all pupils are entitled in a friendly and caring environment. By the end of primary school, the RSHE curriculum will;

- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide them with the tools to enable them to make responsible and informed decisions about their lives;
- provide the confidence to be participating members of society and to value themselves, others and the environment;
- prepare pupils for growing up, navigating puberty and encouraging them to take responsibility for their own actions;
- give them an understanding of the importance of health and hygiene;
- develop and use communication and assertiveness skills to enable them to cope with the influences of peers and the media;
- help them to respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents, the PSW or other sources of support where appropriate;
- give them information on where individuals and families can get help and support;
- develop a respect for moral values, British Values and Protected Characteristics.

The learning outcomes of RSHE, PSHE education and science have shared elements and will not necessarily be taught in isolation but may become part of a wider lesson exploring that topic.

The following indicates when certain aspects of RSHE will be covered. For more detailed information about the topics covered at each stage, parents/carers may refer to curriculum newsletters, ask the class teacher or email the school office:

- Year 1: about growing from young to old. Naming body parts correctly (including external genitalia)
- Year 3: naming body parts correctly (including external genitalia) and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- Year 5: changes that happen at puberty inc. menstruation talk (girls and boys separately) (Appendix C)
- Year 6: naming external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. Physical changes in boys and girls, including menstruation and genital hygiene. Conception, contraception and pregnancy and birth (mixture of sessions: sessions where the whole class are together and sessions with boys and girls separate) (Appendix C).

Relationship Education (Statutory Requirement)

Aims to help pupils develop sensitivity and respect for themselves and others and includes the topic areas:

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

Health Education (Statutory Requirement)

Aims to promote a physically and mentally healthy lifestyle and includes the topic areas:

- Mental wellbeing,
- Internet safety and harms,
- Physical health and fitness,
- Healthy eating,
- Drugs, alcohol and tobacco,
- Health and prevention,
- Basic first aid,
- Changing adolescent body (Appendix C).

As a school we will not cover Female Genital Mutilation (FGM) but have a duty to report concerns about pupils who we feel are at risk or who we suspect that FGM has been performed on.

Relationship and Sex Education (RSE) (Optional)

Aims to prepare young people for the progression to adolescence, secondary school and adulthood, and to make links between human reproduction, relationships and changes during adolescence:

- give them an understanding of reproduction and sexual development (see Appendix C);

The content of this session supports the science curriculum covering human reproduction. Parents/carers have a right to withdraw their child from RSE sessions where they go beyond the statutory science and RSHE requirements for primary schools. For clarification, at Barkisland, this involves one session in year 6 where human reproduction is explained in more detail from conception to birth, including the bodily changes required for reproduction (menstruation, erections, etc). Occasionally, pupils' inquisitiveness raises questions beyond the above. Any such questions are dealt with in an age appropriate matter and with sensitivity to people's beliefs and maturity whilst endeavouring to alleviate any worries or misconceptions the pupils may have. Where a question has potential to create a discussion inappropriate for the group, pupils are sensitively informed that this is not something we are able to explore within this discussion but should they have any further concerns, parents/carers may be best placed to do so, and that pupils can speak outside of the session with an appropriate adult (eg teacher or PSW) should they wish to do so.

Whilst we encourage all pupils to take part in this valuable session about growing up, it is optional. The topic of human reproduction is covered within the Year 6 science curriculum, and this RSE can aid understanding and alleviate any misconceptions. Any requests to withdraw should be made in writing to the headteacher, upon receipt of which a face-to-face or telephone meeting will be arranged to ensure parents/carers are fully aware of the lesson content and delivery and have an opportunity to ask further questions before making their decision. These lessons are delivered by a healthcare professional and are entirely age appropriate. We consider them to be valuable in preparing children for their next stage through discussions which take place in an environment where questions are welcomed and factual information provided.

Roles and Responsibilities:

This PSHE/RSHE policy will be co-ordinated, developed, monitored and evaluated by the current PSHE Subject Leaders. The subject will be taught by class teachers who are responsible for following the school's long term PSHE programme of work. Teaching staff will receive on-going training to support pupils confidently throughout this exciting learning journey.

Parents/carers are welcome to contact school with any questions about the PSHE/RSHE curriculum where we will be happy to discuss the curriculum, policy and share examples of teaching materials.

Parents and carers are reminded once again that they are also part of this journey. We view the partnership of home and school as vital in providing meaningful and crucial learning and knowledge to your children. Parents and carers are first educators within this area of our curriculum and we welcome their involvement in helping to shape the lives of every young individual who we teach at Barkisland School.

Legislation:

Revised Department for Education statutory guidance states that from September 2020, all primary schools must deliver Relationship Education and Health Education. It is recommended that Relationship and Sex Education also be delivered in primary school, although this is not compulsory.

The parental right to withdraw pupils from Relationship and Sex Education remains in primary schools for aspects which are not part of the Science curriculum (see Appendix B). We teach Relationship and Sex Education during a 'Sex Education' event in Year 6. Details are communicated to parents ahead of these sessions. All other topics are compulsory.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)

Through implementation of this policy, the school will meet its legal and statutory requirements.

Curriculum Design

Our PSHE education programme follows an integrated and consistent approach and is firmly rooted as part of our whole school offering; it is an important entitlement of pupils' education. It will cover a full range of topics delivered through an embedded, spiral and developmental approach in Years 1 to 6 (see Appendix A) building on foundations of rule following, respect and kindness established in Early Years. Groups are mixed sex with exception to specific RSHE talks, e.g menstruation in year 5 and parts of sex education in year 6. It will be taught through a range of teaching methods and interactive activities, including: working individually, in pairs and groups; role play; discussion; research; games; quizzes; circle time; and visiting speakers.

The curriculum is inclusive of faith or belief; culture or ethnicity; ability or disability; gender identity/sexual orientation; and age. Learning will be delivered at an age and maturity appropriate level and will be adapted or differentiated to meet pupils' needs at the discretion of the class teacher. Teachers' personal beliefs, values and attitudes will not impede their teaching.

High quality resources including books and film clips, will be used which support and promote learners' understanding. Resources will be reviewed continually ensuring up to date, relevant material is always used.

All pupils are expected to reflect upon their learning and progress through continuous assessment of termly topics; during weekly lessons; and through off-timetable focus weeks/days such as Inclusivity Week, Keeping Safe Week, Better Living Day and events supporting charities.

An overview for learning for each year group can be found within this policy (Appendix A) and in individual class PSHE curriculum folders. More information on the specific content of each topic may be requested via the school office.

Safe and Effective Practice

Teachers will ensure a safe learning environment by agreeing ground rules and boundaries for discussion and confidentiality with the pupils at the beginning of each topic and/or lesson if necessary. Each year group will have its own rules about how to behave in order to learn – these will be set at the beginning of the academic year and displayed within the classroom.

Distancing techniques are used such as role play, third person case studies and anonymous question boxes, when teaching sensitive subjects. Pupils' questions will be answered and sensitive issues will be addressed by the class teacher, unless there is a need to refer to the SLT. Pupils have access to an anonymous question box in their class where they can raise questions and know they will be answered with honesty and anonymously. All staff teaching PSHE have the support of the Senior Leadership Team, the Subject Leaders and the PSHE Association.

Safeguarding and Confidentiality

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure from a child, and that upon such a disclosure the teacher will consult with the Designated Safeguarding Lead (or the deputy in their absence). Staff cannot offer confidentiality of information if thought that a child is at risk. The protocol for inviting visitors into lessons is that they too are bound to the same conditions.

Lessons will enable pupils to:

- Keep safe, understanding potential dangers, dealing with risk sensibly
- Know their rights (including human rights)
- Be encouraged to assume safe and sensible practice
- Develop personal skills to keep themselves and others safe, including from physical and emotional harm
- To know who to ask for help from and when

Some issues covered are:

- Bullying, including cyber bullying and child on child abuse
- Diversity (prejudice-based bullying, racism, disability, homophobic/transphobic abuse)
- Substance misuse and habits (including those used in everyday life – caffeine, medicines, alcohol...)
- Different types of relationships
- Local issues e.g. youth crime, gangs
- Child safety (NSPCC, what constitutes a positive and healthy relationship, consent)
- Keeping safe on-line (when using a mobile phone, sharing pictures, right to privacy)

We provide information to pupils and their parents/carers about useful support services.

RSHE in the main will be taught by trained teachers under the overall umbrella of PSHE, however on occasion external health professionals/agencies may be used to support this. Visiting speakers will be used to offer a different perspective and/or reinforce existing classroom teaching and will be expected to work within the guidelines of this policy and on the instruction of the headteacher.

Visitors to Barkisland School might be: NSPCC, Fire Service, Road Safety Team, Better Living Team, Bikeability and Sex Ed (this list is not exhaustive).

Working With Parents and Carers

The school is well aware that the primary role in children's Relationship, Health and Sex Education lies with parents/carers. Barkisland School is committed to working with parents/carers, encouraging them to view the school's PSHE/RSHE policy, consult the school's planned overview of the scheme of work (including materials and resources) and make suggestions around tailoring the PSHE programme.

Events which will may place to support parents/carers:

- Curriculum implementation meeting
- Information on the school website and newsletter
- Talking homework
- Worship and celebration assemblies
- Parent workshops
- Displays
- Class PSHE book (available on request)
- Before menstruation and Relationship and Sex Education lessons (in Year 5 & 6) and focus events - a letter to parents/carers is sent detailing the topics their children will cover
- Parents are encouraged to come into school should they have questions about how to talk confidently to their children about sex and relationships

Parents have the legal right to withdraw their child/ren from all or any part of RSE, with exception to biological aspects included in the national curriculum for Science (see Appendix B). Any requests to withdraw from the optional RSE elements should be made in writing to the headteacher, following which a meeting will be arranged to discuss the concerns and provide further information about the content of the lessons. Parents/carers will be reminded of the Science National Curriculum content and, if they still decide to withdraw their child/ren, arrangements for their child will be agreed and made for them during this time. Parents/carers will be informed that impromptu discussions around Relationship and Sex Education may take place and are reminded that the classroom is safe environment where children will receive honest, factual information that we feel prepares them well for secondary school.

In relation to this policy and the arrangements for RSHE within school, parents and governors are encouraged to raise any issues or concerns and ask questions. Such concerns or questions should be directed to the Senior Leadership Team who are committed to taking them seriously.

Assessment (including monitoring and evaluation)

Ppils' learning and achievement are measured against learning objectives.

Lessons are planned so that teachers can establish what pupils already know about a topic, thus allowing for learning to be tailored to the individual and class' needs and for mis-conceptions to be addressed.

Pupils' existing knowledge will be collected via activities such as mind mapping, brainstorm/discussion, draw/write activities and diamond 9 style activities.

In addition, pupils will be asked to write down what they would like to know more about in relation to the new topic, so that teachers can plan (intent), resource and deliver (implementation) and have an effective outcome (impact).

Pupil feedback and off-script questions will also be collected via anonymous question boxes.

At the end of each unit of learning, pupils will be assessed, for example by revisiting their original pre-existing knowledge piece of work, quizzes, one to one discussions (pupil interviews), and pupil self-evaluation.

Pupil voice will be influential in adapting and amending planned learning activities through reflection upon their learning, progress and next steps.

Monitoring and Evaluation – Monitoring will ensure that lessons are taught in line with school policy and what is planned for different year groups. Through evaluation, teachers can review lessons so as to improve teaching and learning.

The PSHE Subject Leader is responsible for monitoring and evaluating PSHE/RSHE. This will be carried out through PSHE big book review, pupil interviews, lesson observations, annual subject review and reviewing teacher assessment to ensure fairness and consistency

Prepared by:
Angela Bromley & Sheridan Young
PSHE Subject Leaders

26th October 2023

This policy is reviewed periodically in accordance with school timeframes.

APPENDIX A	Relationships and Individuality		Health, Wellbeing and Safety		Living in the Wider World, Community and Growing Up	
TEACHING PERIOD	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
FOCUS EVENT		Diversity Week Mid-Nov	Keeping Safe Week Mid-Feb	Better Living Day End-Mar		
SPECIFIC YEAR EVENT	Y5 menstruation			Y6 Mental Health		Y6 Sex Education
WIDER SCHOOL TOPIC	Family, Relationships, Friendships, Goals and Aspirations	Respect, Bullying, Identity, Families	Safe Relationships, Privacy, Secrets, Safety	Healthy body, healthy mind, Mental Health	Money, Independence, catch up on other areas, Community, Environment and Growing Up	
YEAR 1	Who is special to us?	What is the same and different about us?	Who helps to keep us safe?	What helps us stay healthy?	What can we do with money?	How can we look after each other and the world?
YEAR 2	What makes a good friend?	What is bullying?	What helps us to stay safe?	What helps us grow and stay healthy?	What jobs do people do?	How do we recognise our feelings?
YEAR 3	How can we be a good friend?	What are families like?	What keeps us safe?	Why should we keep active and sleep well?	Why should we eat well and look after our teeth?	What makes a community?
YEAR 4	What strengths/skills/interests do we have?	How do we treat each other with respect?	How can we manage risk in different places?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	What jobs would we like?
YEAR 5	How will we grow and change	What makes up a person's identity?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What decisions can people make with money?	How can we help in an accident or emergency?
YEAR 6	How friendships change and how they can support our mental wellbeing	Different relationships and families	How the media influences us; how can we stay safe and trust what we see online?	How can we keep healthy and look after our mental health as we grow?		Growing and changing; life skills

Topics are scheduled to mostly coordinate across all year groups and fit in with focus days/weeks however variations in the curriculum do not always facilitate this.

Appendix B

Relationship and Sex Education in the National Curriculum Science programme of study.

Key Stage 1

YEAR ONE

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

YEAR TWO

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

YEAR FIVE

Living things and their habitats

- Describe the life process of reproduction in some plants and animals
- (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) Describe the changes as humans develop to old age
- (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Joint briefing by the Association of Science Education and PSHE Education (Appendix 4)

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer

HMI (OFSTED's PSHE lead) has said:

"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."

"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."

The Government's Statutory RSHE Guidance says:

"Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience."

"The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Relationships and Sex Education (RSE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in RSE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from RSE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

"Pupils should be taught to describe the changes as humans develop to old age"

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.