



Date Approved by Governing Body	September 2020
Next Review Date by Governing Body	September 2023

## PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) policy

*'Celebrate Learning, Achieving and Friendship in God's Love'*

### Introduction

At Waterhouses CE Primary Academy, 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.

PSHE education makes a significant contribution to safeguarding children and young people. It also supports children and young people's spiritual, moral, social and cultural development and is guided by the school's core values of: Love, Hope, Trust and Respect.

PSHE education is enhanced by a supportive school ethos, where all children and adults are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

### Statutory requirements

Under the new guidance issued by the Department for Education (DfE), by September 2020, Relationships Education at all primary schools will be compulsory. It will also be compulsory for all schools to teach Health Education. Our current provision already satisfies these requirements.

### Current provision at Waterhouses CE Primary Academy

At Waterhouses we believe that, in order to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to themes 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 aims of PSHE and RSE at Waterhouses 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
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Organisation

RSE education is firmly embedded within the curriculum through PSHE, and cross-curricular links through our Cornerstone Curriculum. Adults do their best to answer all questions honestly with due regard to the age and stage of the pupils' development, ensuring sensitivity and care. Matters discussed with individuals in class may be referred on to the parents in order for them to provide increased clarity should they wish to do so and should the class teacher deem this necessary. Aspects of RSE will be covered as part of a planned scheme of work and, where it is deemed beneficial, visiting speakers from the local community or other professionals may be utilised to support the delivery of the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point in the year, in order that parents/carers are informed and can be involved in supporting their child.

Staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Themes are presented using a variety of views and beliefs, so that pupils are able to develop their own, informed opinions whilst developing respect for others who may have different opinions.

## Content

### Early Years Foundation Stage (EYFS) - Nursery and Reception

As outlined in Development Matters, 'Personal, Social and Emotional Development' is a prime area of learning. Through the EYFS curriculum, children are taught to play co-operatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are encouraged to form positive relationships with adults and other children and talk about how they, and others, show feelings, whilst at the same time, learning about appropriate ways to demonstrate their emotions.

Through the 'Understanding the World' Early Learning Goal, children learn that others do not always enjoy the same things as they do and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. They talk about their own, and others' behaviour and its consequences and learn that some behaviour is unacceptable. They develop their understanding of ways to keep healthy and safe. Children make observations of animals and plants and explain why some things occur, and talk about changes.

### Key Stage One (KS1) - Years 1 and 2

Pupils learn to recognise similarities and differences between themselves and others; identify and share their feelings, recognise safe and unsafe situations and are enabled to identify people who they trust and would feel comfortable talking to. They identify and name basic parts of the human body, find out about animal life cycles and notice that animals, including humans, have offspring which grow into adults. Pupils reflect on family relationships, different family groups and celebrations and consider how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety, both offline and online.

### Key Stage Two (KS2) - Years 3, 4, 5 and 6

Pupils learn to express their opinions about relationships and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves. They are encouraged to appreciate the relevance of prioritising events in their lives in order to promote their own mental health and well-being. The physical changes that take place during puberty are discussed explicitly in Years 4, 5 or 6, developing an understanding of why these changes occur and how individuals can manage them. Parents are informed and invited to view the resources to be used during these sessions before consenting to their child's participation. As part of the statutory science curriculum, children are taught about the life processes of reproduction in some plants and animals and they learn to describe the changes that take place as humans develop to old age.

Sex education is taught as a discrete topic in Year 6. The content we teach is compulsory and is linked to the reproduction parts of the science national curriculum.

Children at this age are likely to have some ideas about how babies are made through sexual intercourse, although it is possible there are still several misconceptions.

Having an understanding of what is meant by sex is an important foundation for the RSE and your children will receive this at the next phase of their education.

*An attachment 'Appendix 1' shows specific RSE learning intentions for each year group and summarises the main RSE content in our Scheme of Work.*

### The Role of Parents

The School is well aware that the primary role in children's RSE education lies with parents and carers and through an Open-Door policy we aim to build positive and supporting relationships with the parents of children at Waterhouses through respect, mutual understanding, trust and co-operation.

In promoting this we:

- Inform parents about the school's PSHE and RSE policy and practice
- Answer any questions that parents may have about the RSE education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE and RSE education in the school
- Aim to work collaboratively with parents, in order to prepare children adequately for the next steps in their learning journey, and enable them to form safe, healthy relationships
- Believe that through consultation, and an exchange of knowledge and information, children will benefit from hearing consistent messages about their changing body and their increasing responsibilities, for their personal safety, hygiene, physical and mental health

Parents have the right to withdraw their child from all or part of the RSE programme, except for those parts included in the statutory National Curriculum. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head Teacher, in person, by prior appointment, and make it clear which aspects of the programme they do not wish their child to participate in.

Where a child is withdrawn from all or part of the programme this will be managed discretely and with sensitivity. The School always complies with the wishes of parents in this regard.

Parents are informed that the RSE curriculum is an essential vehicle in supporting the School's statutory duty to:

- Safeguard and promote the wellbeing of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils

- Foster British values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life

### Teaching PSHE and RSE to children with SEND

All pupils, regardless of their needs, must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who have learning difficulties. When teaching PSHE and RSE we consider targets set for children who have an Education Health and Care Plan (EHCP), some of which may be directly related to PSHE and RSE targets.

### Equality and Diversity

At Waterhouses CE Primary Academy, PSHE and RSE is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010, and as a school we are required to comply with the relevant requirements of the Equality Act to ensure all of our pupils are not unlawfully discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

### Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in, or being likely to be involved in sexual activity, or exhibits sexualised behaviour, including the use of language that is not age and stage appropriate, then the teacher will deal with it as a matter of child protection by following the school's agreed protocols for Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been experiencing abuse. If the teacher, or any other adult, has concerns, they will bring these to the attention of the Designated Safeguarding Lead (DSL) Mrs Joy Hulme or the Deputy Designated Safeguarding Lead (DDSL) Mrs Laura Lafford. The DSL or DDSL will deal with any matters in line with the school's Safeguarding Policy and protocols.

### Sexual Identity and Sexual Orientation

Waterhouses CE Primary Academy believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with questions about sexuality, sexual orientation etc. whilst offering support and understanding. The school will signpost pupils and/or parents /carers, to relevant support agencies if this is deemed appropriate. Homophobic, bi-phobic or transphobic remarks will not be acceptable in our school, in line with our core values.

The PSHE subject leader monitors the delivery of PSHE and RSE in order to review good practice and update policies as necessary.

### Monitoring and Review

The Local Governing Body will review the School's PSHE and RSE policy once every three years, or more regularly if legislative or policy changes necessitate an earlier review.

Date Reviewed:

Date Ratified:

# Appendix 1

## Waterhouses CE Primary Academy

### RSE in our Scheme of Work

This document summarises the main RSE content in our Scheme of Work.

(It can be shared with parents and carers to show where various concepts are introduced).

<b>Year</b>	<b>Theme</b>	<b>Key concepts</b>	<b>Vocabulary</b>
<b>FS</b>	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
<b>1</b>	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
<b>2</b>	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar

<b>3</b>	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
<b>4</b>	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret
<b>5</b>	Me and My Relationships	Changes in boys and girls Menstruation/Periods Realities and myths about periods Provision in school for periods Gender stereotypes Hygiene Relationships Love What makes a good partner? Unhealthy relationships Pressure	Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility
<b>6</b>	Me and My Relationships	Concerns and worries NSPCC – In the Know	Puberty and feelings
	Happy and Healthy Me	Internal sexual organs Menstruation Conception Gender stereotypes	Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, sexual intercourse, womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries