

Castle View Primary School



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

This policy has been reviewed on 10th September 2020 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

Signed: Sue Jones	
Position: Chair of Governors	
Date: 22/09/2021	Review Date: 21/09/2022
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1. Statement of intent

Castle View Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who able to make a positive contribution to their community. At Castle View Primary School, our PSHE curriculum is strongly tied to our Relationship and Sex education (SRE) and pastoral care programme.

The vision for students, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the school's website where it, and the PSHE and SRE curriculum, will be available to read and download.
- This policy will be used alongside Safeguarding, Anti-Bullying, Accessibility, Equal Opportunities, Gifted and Talented, Relationship and Sex Education, Curriculum, Behaviour, RE & Collective Worship, Acceptable Use of ICT Policies and any others that relate to the welfare of pupils and staff in order to ensure a comprehensive PSHE education.

2. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

3. Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8 “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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance p.11

Here, at Castle View Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)

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- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

4. Whole-school approach

Our curriculum covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units taught in each year group; the learning deepens and broadens every year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 It's My Body (Health and Wellbeing)	KS1 Aiming High (Living in the Wider World)
Year 2	KS1 VIPs (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 Digital Wellbeing (Relationships)	KS1 Money Matters (Living in the Wider World)	KS1 Growing Up (Health and Wellbeing)
Year 3	LKS2 TEAM (Relationships)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)
Year 4	LKS2 VIPs (Relationships)	LKS2 Safety First (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Digital Wellbeing (Relationships)	LKS2 Money Matters (Living in the Wider World)	LKS2 Growing Up (Health and Wellbeing)
Year 5	UKS2 TEAM (Relationships)	UKS2 Growing Up (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 Be Yourself (Relationships)	UKS2 It's My Body (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)
Year 6	UKS2 VIPs (Relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Think Positive (Health and Wellbeing)

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5. General Approach

- Working in partnership with families is recognised as essential in supporting pupils in the development of their understanding of relationships and reproduction.
- We include the statutory Relationships and Health Education within our whole-school PSHE Programme. .
- All aspects of the RSE curriculum will be taught having regard to what is age-appropriate for the pupils concerned and respond to the particular needs of all pupils
- A member of staff familiar to the pupils will lead all RSE lessons – supply teachers will not be asked to do so.
- Teachers will encourage positive celebration to the variety of family make-ups represented in the school.
- A culture of safety and trust will be promoted in the classroom so that pupils feel confident to ask questions and take part in discussions. Children will also be made aware and agree, through a code of conduct, that this content is to be discussed within these sessions, with teachers or at home, and not with peers from other younger year groups at school.
- Any RSE questions raised by pupils which require more than a scientific explanation or are a sensitive nature will not be answered by teachers but referred to their families for discussion.
- These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, our non-negotiables, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

6. How do we meet the statutory guidance?

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

At Castle View Primary School, we aim for pupils to understand the importance of loving and equal relationships. We aim for pupils to develop confidence in talking, listening and thinking about relationships, including celebrating the variety of family make-ups in our community. This holistic approach of the units ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

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The expected outcomes for each of these elements can be found further on in this policy. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in our Curriculum this is taught as part of the Growing up unit. At Castle View Primary School, we aim for all pupils to have an understanding of how and why their bodies change and to prepare them for puberty, through this unit.

Sex Education

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'.

The Governors, supported by the Head and the senior team, have decided to retain sex education in the curriculum at Castle View because they believe it is important to help pupils learn to respect themselves and others and move with confidence from childhood, through adolescences into adulthood. Sex education will therefore be taught progressively, ensuring lessons are always age-appropriate, and designed to give pupils a foundation for further learning in secondary school.

We define Sex Education as having a scientific understanding of human reproduction and birth. Pupils will know the correct names for body parts and how their bodies work.

We intend to teach this through the Growing up. This will include the important of loving and equal relationships. The National Curriculum Science requires children to know how mammals reproduce; therefore, the scientific content around human reproduction will also be covered in our Year 5 and 6 Science Curriculum.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Castle View Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Growing Up units. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

The school will inform parents of this right in the RSE parent communication and resource look, annually, in Term 3. We ask that parents look at the adapted overviews on our school website and explore the resources with the class teacher, before requesting to withdraw. Requests must be made in writing, to the Headteacher, by letter or email.

The National Curriculum Science requires children to know how mammals reproduce; therefore, the scientific content around human reproduction will also be covered in our Year 5 and 6 Science Curriculum. It is not possible to withdraw with these sessions.

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7. Monitoring and Review

The governing body monitors this policy on an annual basis. The governors give serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

8. Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Castle View Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

During teaching and learning across the curriculum at Castle View Primary School, there is discussion of different types of families and celebration of the variety of family make-ups.