



Bedlington West End Primary School – Personal, Social, Health Education (PSHE) and , Relationship and Sex Education (RSE) Policy

1. Introduction

From September 2020, the government has outlined a new Relationships and Health curriculum that will be a statutory component of the National Curriculum. This policy outlines our approach to the new statutory curriculum and how this links to our Personal, Social, Health Education (PSHE) curriculum. It aims to set out the purpose of the PSHE curriculum and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

2. Our Values and Ethos

We believe that every child is unique and can achieve his or her potential. At West End Primary School each child will receive the nurture, support and challenge to prepare her/him for the next stage of learning and for life beyond education. We expect every child to be the best she or he can be and to follow our school motto, 'Yes I can!'.

Our aim is to develop well-rounded, confident, enterprising, hard-working and caring citizens of tomorrow who embrace and respect the diversity of the local, national and international community.

Our PSHE curriculum underpins our ethos and with well-planned lessons we aim to equip our children with skills for their future.

3. Statutory Requirements

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.”

Should you like to see the guidance from the government please visit:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Documents that inform this Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

4. Definitions

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

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

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within **statutory Health Education**.

RSE is not about the promotion of sexual activity.

5. Our Aims

Through our PSHE curriculum, we aim to equip our pupils with essential skills for life; we intend to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our curriculum, children will learn how to stay safe and healthy, build and maintain healthy relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. The themes and topics support social, moral, spiritual and cultural development (SMSC), promote British Values (BV) and provide children with

protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Bedlington West End, RSE is taught within the Personal, Social, Health Education (PSHE) curriculum.

The three core areas of our PSHE curriculum are:

- Relationships
- Health and Wellbeing
- Living in the Wider World

In addition, some aspects of the RSE programme will be covered through different areas of learning such as:

- Science curriculum
- Computing
- R.E
- PE in the context of health and hygiene

5.1 Our Aims of Relationships, Sex Education (RSE)

At Bedlington West End Primary School, we define Relationships Education as learning about the many strands of relationships and growing up. At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons about relationships.

This includes:

- family relationships
- friendships and relationships with peers and adults
- healthy and unhealthy relationships
- the characteristics of positive relationships
- relationships online
- the emotional, social and physical aspects of growing up

Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

At West End Primary School, we define Health Education as providing children with the knowledge and skills to lead a healthy life.

The children will learn:

- how to protect their bodies
- how to keep their bodies healthy and what the impacts of an unhealthy lifestyle are (including the effects of obesity, alcohol, smoking and drugs education).

- How to maintain good mental health
- Physical and emotional changes in their bodies relating to puberty.

Through our PSHE and RSE curriculum we aim to:

- Provide a consistent standard of relationships, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Develop the knowledge and understanding of a variety of relationships including the LGBT community;
- Develop the ability to identify and report any concerns they have about a relationship;
- Teach pupils the correct vocabulary to describe themselves and their bodies (Year 1 and 2)
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene (Year 5 and 6)
- Give pupils an understanding of reproduction and sexual development (Year 5 and 6)
- To provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing to deal with the secondary RSE curriculum.

These aims complement those of the Science curriculum in KS1 and KS2.

5.2 Non Statutory Sex Education

As part of **statutory Health Education**, from Year 5 onwards children are taught in an age appropriate way about puberty and the associated physical and emotional changes. In line with the Science curriculum, we will also teach children the correct scientific names for each gender's body parts in Years 1 and 2. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 5 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation. These lessons form part of the **statutory requirements for Health Education**.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is **not compulsory** in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some **non-statutory sex education**, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means

- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a **right to withdraw** their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request.

For more information about our curriculum, see our Year Groups' Long Term PSHE planning in Appendix D.

5.3: Our Aims of Living in the Wider World Curriculum

Although this is not a statutory part of the new PSHE Curriculum, at West End Primary School we feel it is necessary to prepare our children to be respectful citizens of the future. This area of learning underpins the British Values that are set out by the government.

Within this area, the children will learn:

- about their rights and responsibilities
- how we live in a democratic society and what this means.
- that everyone is different and how we should show respect to others, not be prejudiced towards others' ways of life and not to stereotype anyone.
- about the protected characteristics of equality, i.e. religious beliefs, ethnicity, special educational needs, age, gender and the Lesbian, Gay, Bisexual, Transgender (LGBT) community.
- Marriage and Civil Partnerships
- how to be financially responsible
- how to research and debate topical issues.

6. Delivering the PSHE Curriculum

Our PSHE lessons should be taught by the class teacher. When training needs are identified, staff will be offered training to develop their skills. This will be monitored by the PSHE Lead who is overseen by the Headteacher.

During lessons, ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something, relating to the lesson content, an opportunity will be provided and the children will be made aware of this in every lesson.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our PSHE and Relationships Education curriculum through a variety of teaching methods and activities, including:

- Circle Time
- Smart/PP presentations
- Team Activities
- Opinion Corners
- Worksheets (If Applicable)
- Storytime
- External agencies/Visitors (e.g Community Police, Firefighters, NSPCC, School Nurse, Betty Bus etc)
- NSPCC PANTS Lesson (All Year Groups Annually)

Medium Term and Short Term planning must include the PSHE objectives being taught and be made available to parents if requested. Medium Term Plans with PSHE objectives will be published on the school website half-termly as well as Parent topic webs, with a PSHE section, which will be sent home with each new topic. This is the responsibility of the Class Teacher and will be monitored by the PSHE Lead who is overseen by the Headteacher.

6.1. Delivering PSHE and RSE in the Early Years Foundation Stage (EYFS)

The EYFS follows the Personal, Social, Emotional Development strand in the non-statutory guidance EYFS Development Matters/Birth to Five Matters documents. This is a specific area and goes towards the children achieving a ‘good level of development’. In Nursery these areas are addressed through daily routines, e.g. handwashing, snack, daily interactions with staff, e.g. how do you feel? How can we make him feel better?, and topic content. In addition, Reception pupils have weekly circle times with their class teacher. The topics that are included in these circle times are;

- Understanding our feelings
- How to manage our feelings and self-regulation
- Friendships and Bullying
- Different Families
- How to Stay Safe
- How to Keep our Minds and Body Healthy

This is detailed in the Medium Term and Short Term Planning as well as within a half-termly Parent Topic Webs. The Medium Term Planning and Topic Webs are published on the school website for stakeholders to view.

6.2. Managing Difficult Questions

At West End Primary School, we really want children to feel safe to ask questions and we also want our children to gain accurate, age-appropriate information in answer to their questions rather than seeking it elsewhere (such as their peers, older siblings or the Internet) where the content might not be appropriate. Our staff will be familiar with the content in each of their PSHE lessons and have good knowledge on each subject in order to be confident in answering children’s questions in an appropriate way. Staff will need to use their professional judgement at whether to answer the question in front of the whole class or on a one to one basis. If a child’s question raises safeguarding issues this must be reported following the

safeguarding policy. If a member of staff feels they need training to manage difficult questions they must report this to the PSHE lead.

6.3. Safeguarding

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy and record disclosures on CPOMS.

Designated Safeguarding lead: Jane Bushell (Headteacher)

Deputy designated Safeguarding lead: Karen Porter (Deputy Headteacher)

Visitors and external agencies which support the delivery of PSHE and RSE will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards. We aim to deliver these lessons to a high standard in order to safeguard our children and for our children to be able to gain the skills and knowledge to safeguard themselves and to understand who to go to if they need help.

6.4. Impact of our PSHE Curriculum

At Bedlington West End Primary School we hope that through our PSHE curriculum, children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Children will understand the importance of their physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they may face. Our PSHE curriculum will positively impact wellbeing, safeguarding and SMSC outcomes as well as promoting British Values. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

6.5. Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in PSHE and RSE. Children will reflect on their learning throughout the term.

Staff delivering the PSHE and Relationships curriculum will critically reflect on their teaching and best practice will be shared through monitoring of planning and children's work as well as accessing training opportunities when required.

Comments on children's learning and progress in PSHE and RSE, will be reported to parents and carers in their end of year report.

7. Special Education Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

8. Equalities and Diversity

At Bedlington West End Primary School we are committed to delivering a curriculum which is inclusive. All PSHE and RSE are taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have different opinions.

The personal beliefs and attitudes of staff delivering PSHE and RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community including LGBT+ (Lesbian, Gay, Bisexual, Transgender). We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources, in an age-appropriate way, that reflect the diversity of our community and encourage a sense of inclusiveness.

9. Parental Right to Withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents **do not** have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

However, we would urge any parents and carers considering withdrawing their child from Sex Education lessons to consider what is being taught, how it is being taught and how important this education is for all children.

To ensure Parents are aware of their rights, we will send out a letter outlining them as well as informing parents of the importance of PSHE and RSE in safeguarding children and giving them important life skills in order for them to make safe, healthy choices in the future. (See Appendix A) We will also send out a letter detailing what the new RSE curriculum entails. (See Appendix B)

Those considering withdrawing their child are asked to speak with the child's class teacher in the first instance and if not satisfied to speak to Jane Bushell (Headteacher).

If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix C for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

10. Engaging Stakeholders

This policy will be available to view on our school website by all stakeholders.

We are committed to working closely with parents and carers and we do this by:

- Consulting parents on this policy and taking their views into account
- Planning
- When applicable, communicating when sensitive Relationship lessons will be taking place **e.g Puberty**
- When applicable, information leaflets to be sent home to support parental knowledge and understanding.
- When applicable, links to websites to support parental knowledge and understanding.

11. Policy Review

This policy will be reviewed on an bi-annual basis by Amy Milne (PSHE and RSE Lead)

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

This policy:

Was produced by Amy Milne (PSHE and RSE Lead)

In consultation with Jane Bushell (Headteacher) , Staff and Parents

Ratified by Governors on the 16th June 2021

To be reviewed June 2023 or sooner if there is a change in the law

This policy is intended to be read and agreed in conjunction with the following policies:

- E-Safety
- Child Protection
- Anti-bullying
- Anti-racism
- Curriculum

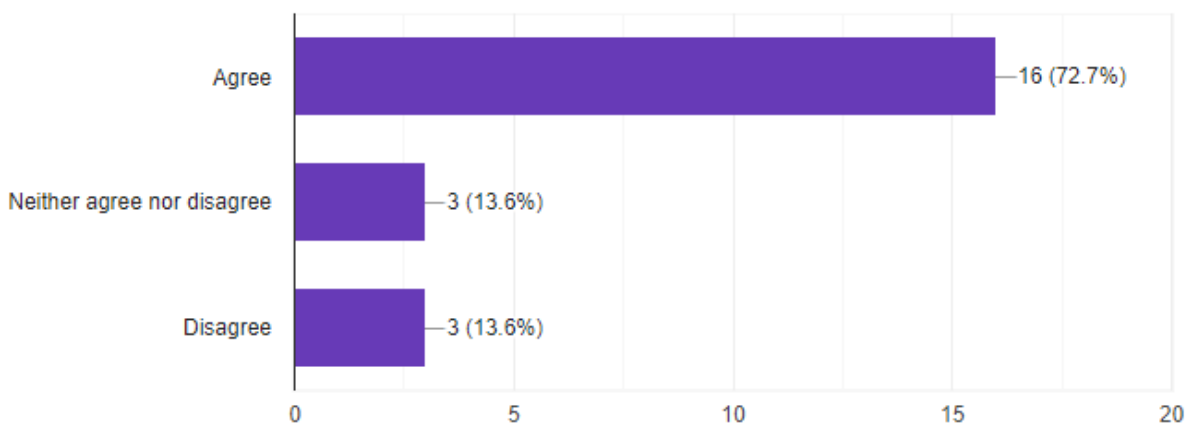
12: Review After Consultation

Consultation with Parents took place at the end of the Summer 2021 Term until the beginning of Autumn Term 2021. We had 22 responses most of which were highly positive to the new curriculum and policy outline. Here is a summary of results:

I think PSHE and RSE are important aspects of the school curriculum.



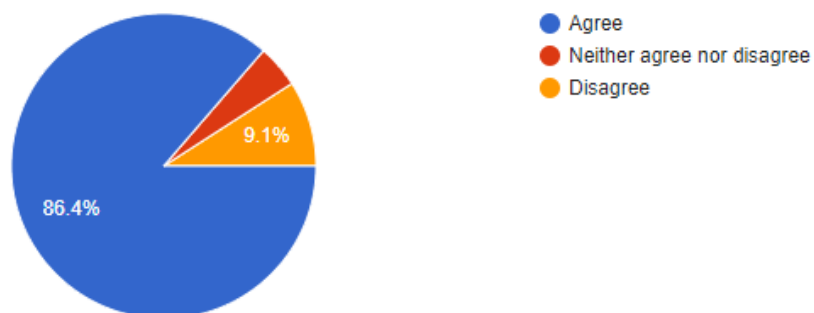
22 responses



I understand what the new relationships education curriculum will cover in primary school



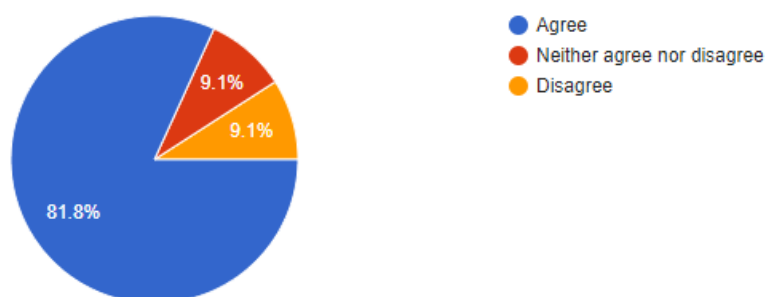
22 responses



I am pleased that my child will be learning about different aspects of relationships – including family structures, friendship, bullying, teamwork, growing up, feelings, stereotypes and consent.



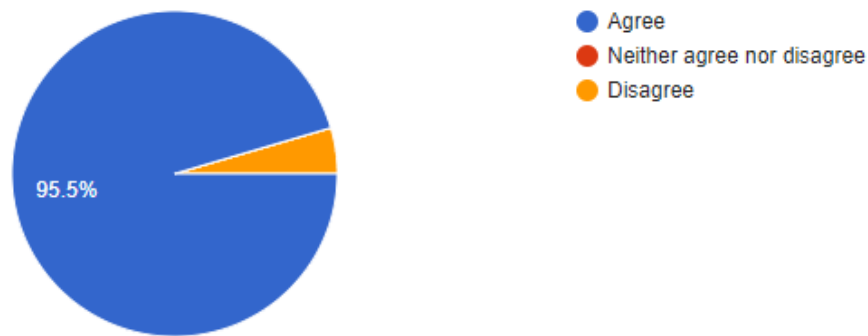
22 responses



I feel happy to talk with my child about growing up and relationships



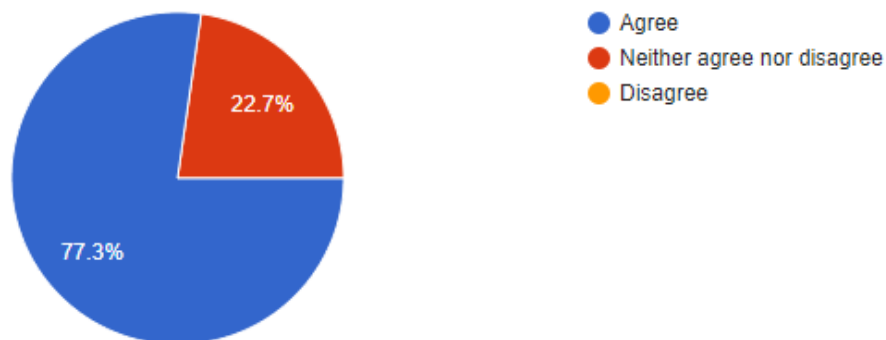
22 responses



The school's curriculum will help to keep my child to feel safe both on-line and in the real world



22 responses



Upon reviewing the responses, parental views were taken into account and the following points were agreed:

*The RSHE long-term planning for each year group is available to access all year via our school website and parents will be notified of any changes.

*Parents will be regularly informed of RSHE teaching via each year group's topic webs that are sent out every half-term and are available to view via the school website.

*Half-term planning will be available to view on the school website which will detail a week by week view of each year group's RSHE teaching.

*When teaching sensitive topics, such as Puberty (Y5/6), the scientific teaching of reproduction and how human and animal babies are made (Y5/6- Compulsory science objectives), or the NSPCC PANTS lesson additional material will be shared with parents prior to and after teaching. This is to support parents in holding informed conversations with their children and answering any questions the children may have in an age appropriate way.

Our full response to parents can be viewed in Appendix E RSHE Parental Consultation Review Letter. This was e-mailed to all parents and is now available to view on our website.