



PSHE and RSE Policy

Moorthorpe Primary School PSHE (personal, social, health and economic Education) and RSE (Relationships and health education and relationships and Sex education) policy

Our School Vision:

At Moorthorpe Primary School we aspire for all our children to become confident, secure, caring individuals who show tolerance and respect for others. We want them to develop a love of learning, aim high and reach their full potential.

Introduction:

The work we do in PSHE is taken from the Islington scheme of work, You, Me, PSHE. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics 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. Skills progressions for each strand are available on the website.

Aims:

PSHE education at Moorthorpe Primary School aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;
- to enable pupils to make sense of their own personal and social experiences, promoting safety in forming and maintaining relationships;
- to promote responsible attitudes towards the maintenance of good physical and mental health, and to teach pupils to understand what constitutes a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment and to consider issues which may affect their own lives and/or the lives of others
- to help our pupils understand and manage their feelings and emotions;
- to understand how society works and the rights and responsibilities involved to prepare pupils to be positive and active members of a democratic society
- to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- to teach pupils the correct vocabulary to describe themselves and their bodies.
- to create a positive culture around issues of sexuality and relationships;



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Statutory Requirements:

National Curriculum:

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

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

The National Curriculum Framework (2013) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

Our policy is informed by existing DfE guidance:

. This policy reflects the requirements outlined in the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](#), published by the DfE in July 2019.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [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))

Teaching:

Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. In Reception we follow the 'Excellence and Enjoyment: Social and Emotional Aspects of Learning'

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2 -

Our PSHE scheme of work is based on the Islington Primary Scheme of work and is titled "You, Me, PSHE". It provides primary schools with a clear and progressive PSHE curriculum. As part of the scheme, PSHE has been divided into 7 different strands of learning: Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

We teach six lessons every half term of approximately 30 - 45 minutes, although sometimes longer. Lessons are usually taught by the class teacher but sometimes may need to be delivered



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by other adults. Dialogue between those adults covering and the class teacher is had to feedback. RSE units are taught by the class teacher.

Roles and responsibilities:

Headteacher:

The Headteacher takes overall responsibility for the policy and its implementation, and for managing requests to withdraw pupils from components of RSE.

- Ensure that parents and staff are informed about our RSE policy
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Staff

- The PSHE co-ordinator is responsible for implementing the PSHE/SRE programme and monitoring and supporting its effective delivery.
- Class teachers deliver the SRE units of Work in a sensitive way, responding to the needs of individual pupils.
- Recommended outside speakers are used as appropriate E.g. the school nurse, and parents will be informed of this.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. Before teaching PSHE we will establish clear ground.

Assessment:

Pupils complete a pre topic assessment activity which is repeated at the end of the topic to demonstrate understanding and progress made.

- Pupils complete a self reflection sheet at the end of the topic to encourage self evaluation and reflection of learning.

Equal Opportunities:

PSHE/RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

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

Parents' right to withdraw:

Our RSE provision aims to ensure that children are prepared for the changes that adolescence brings.

We initially structured our RSE curriculum based on the suggestions in the You, Me, PSHE scheme of work. We have kept it broadly the same but have moved or removed some content. For example: Clitoris Year 2 to Year 6, wet dreams Year 4 to year 6, removed HIV content. Having carefully considered the remainder of the content, we believe it is developmentally appropriate for our children.



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The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through trust, mutual understanding and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Resources for all RSE lessons with accompanying vocabulary, diagrams and videos are available on our school website. We have provided this level of detail for parents/carers so that they can be fully informed about the content before it is delivered.

We have committed to retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

This policy links to:

Child Protection/Safeguarding Children

Behaviour

Assessment, Recording and Reporting

Attendance

Confidentiality

Health & Safety

Science

SEN/Inclusion

Policy written by: Lynne Burton (PSHE/RSE Lead) and C Thorpe (Assistant headteacher, curriculum lead and safeguarding).

Checked by Governing Body:



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Updated: May 2021

Review date: July 2022.

EYFS, Reception: PSHE Themes.

Term	PSHE
Autumn 1	SEAL: New Beginnings Managing Feelings and Behaviour Settling in Separating from carer Sharing and taking turns
Autumn 2	SEAL: Getting on and Falling Out Making Relationships Making friends Sharing ideas Dealing with conflict
Spring 1	SEAL: Good to be me Self Confidence and Self Awareness Sharing our knowledge What am I good at? Problem solving
Spring 2	SEAL: Going for goals Self Confidence and Self Awareness Targets Problem solving What am I good at/not so good at? Sharing ideas
Summer 1	SEAL: Relationships Making Relationships Understanding feelings of ourselves and others Standing up for ourselves Working cooperatively
Summer 2	SEAL: Changes Managing Feelings and Behaviour Transition Building confidence Resolving disagreements



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Curriculum Overview: Key Stage One and Two. Cycle 1 and cycle 2.