



Upper Beeding Primary School

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

March 2024

### **Intent**

At Upper Beeding Primary School, 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. The work we do in PSHE links directly to our Relationships and Sex Education (RSE). PSHE also flows through all other curriculum areas.

Under guidance issued by the DfE, from September 2020, Relationships Education at primary school has been 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.

The aims of PSHE and RSE at Upper Beeding Primary School 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 in a safe and open manner
- 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 personal care
- 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

## **Statutory requirements**

At Upper Beeding Primary School, we teach PSHE and RSE as set out in this policy.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it became compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them through adolescence, into adult life, and to make a positive contribution to society.

At Upper Beeding Primary School, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

## **Policy development**

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil discussion with the PSHE/RSE subject leader
4. Parent/carer consultation – parents/carers were given the opportunity to discuss our RSE and PSHE provision and share their thoughts
5. Ratification – the policy was shared with and reviewed by governors from the Pupil Welfare Committee and approved by the Full Governing Body.

## **Definition**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

**RSE is not about the promotion of sexual activity.**

## **Delivery of PSHE and RSE**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At Upper Beeding Primary School, we have developed our own PSHE scheme of work for Years 1-6, which incorporates a wide range of lessons and resources from many providers (Kapow, PSHE Association, NSPCC, OXFAM, SEAL). These lessons are based around a theme which changes half-termly.

At Upper Beeding Primary School, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive

teaching on LGBTQ+ relationships, which is delivered at Upper Beeding Primary School, for example, through teaching about different types of family, including those with same-sex parents.

### Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school’s policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### PSHE Overviews - Year A

	Autumn Fire and Ice		Spring In the Dark		Summer The Seaside	
	Me and My World	We are all Different	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1 and 2	What is PSHE?	Black History – What is Black History Month?	New Year Resolutions	Road safety	What is a good friend?	Growing older
	Writing class rules/electing class reps	Children in Need	What am I good at?	Personal hygiene	Medal for a friend	Feelings – moving home, losing a pet
	Who cares for me?	Anti-bullying	What do I want to be?	Dental health	Playing co-operatively	Becoming independent
	How am I feeling?	What do I like/dislike?	Jobs (parent visitors)	Stopping illnesses and diseases	What is jealousy?	Similarities and differences between me and my friends
	Who can help me? 999	What is fair and unfair, kind and unkind, right and wrong?	Dream jars	Being safe at home	When I am angry	Year 2 – What is privacy? PANTS rule
	Jeans for Genes					
Online safety (passwords)			Fire safety (WSFS)	How do I say ‘sorry’?	Transition to Y2/3	

	Autumn Sticks, Stones and Bones		Spring Incredible Egyptians		Summer Wonders of the World	
	Me and My World	We are all Different	Dreams and Goals	Me and My World	We are all Different	Dreams and Goals
Year 3 and 4	Writing class rules/electing class reps	Black History – Nelson Mandela	New Year Resolutions	Good and not so good feelings	How are we pressured into our decisions and choices?	How have I changed since birth/Rec/Y2?
	Jeans for Genes	Children In Need	What is a habit and why can it be hard to change?	Managing emotions	What happens when you marry?	Is it good to keep a secret?
	How can I help to care for my school?	Anti-bullying	Working together	Promoting healthier eating at school	How do people show they are committed to each other?	What is a dare?
	How can I care for my village? Parish council / local volunteers	What is discrimination/racism?	What is my dream goal? What would I like to do (career)?	Road safety		Year 4 – Growing Up • physical changes through puberty
	Online safety	What makes me happy/sad/angry?	What is my dream purchase? Can money buy you happiness?			Transition to Y4/5

	Autumn Blood, Bones and Body Bits		Spring The Vile Victorians		Summer Our World In Our Hands	
	Me and My World	We are all Different	Dreams and Goals	Me and My World	We are all Different	Dreams and Goals
Year 5 and 6	Writing class rules/electing class reps	Black History – Ruby Bridges and Martin Luther King	New Year Resolutions	Water safety	What is teamwork?	Year 5 - What is puberty? What is adulthood? • Emotional and physical changes
	Bikeability	Children In Need	Inspirational people	Alcohol and drugs	What skills can I offer?	Memories
	Expect respect	Anti-bullying	What career am I aiming for?	Smoking dangers	Recipe for a good friend	Agony aunt/uncle
	Internet and mobile phone safety	Cyber-bullying	Looking after my money	Exercise and health	What is a good friendship?	What is a boyfriend/girlfriend?
	Should you trust what you read/hear/see? (media)	What does it mean to be 'British'?	What is charity?	Bacteria and viruses	Personal space	<b>YEAR 6 ONLY –</b> • Conception, pregnancy and birth • Identity and body image
	Jeans for Genes	What is a 'stereotype'?		Fire safety (WSFS)	Marriage/civil partnerships/committed relationships	Transition to Y6/7

## PSHE Overviews – Year B

	Autumn Castles and ...		Spring On the Move		Summer Wild and Wonderful - Minibeasts	
	Me and My World	We are all Different	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1 and 2	Writing class rules/electing class reps	Black History – Mary Seacole	New Year Resolutions	Keeping healthy - exercise	How do my friends see me?	Growing older
	Caring for my village	Children in Need	What would be my best day ever?	Rules for a healthy school day	Is keeping a secret a good/bad thing?	Feelings – moving home, losing a pet
	Keeping safe on my way to school	Anti-bullying	What do I want to do better at? Setting challenges	Making safe choices	Who is special in my life?	Becoming independent
	Who can help me? 999 / village wardens	What is similar and different about me and my friends?	Why do people save money?	How long should I sleep for?	How can I help a friend at school?	Year 2 - What is privacy? PANTS rule
	Online safety (passwords)	What is an opinion? Do we have to agree?	Making money choices			
				Fire safety (WSFS)		Transition to Y2/3

	Autumn Roaming Romans		Spring Amazing Americas		Summer Longboats and Battleaxes	
	Me and My World	We are all Different	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3 and 4	Writing class rules/electing class reps	Black History – Rosa Parks	New Year Resolutions	Sun safety	What is a family?	Year 4 – Growing Up • physical changes through puberty
	Harvest – what is harvest? Why is there a world food crisis?	Children In Need	What is ambition?	Food choices - teeth	Friend WANTED posters	What is a worry?
	What is a school governor?	Anti-bullying	My achievements and strengths	My feelings and how I express them	Where do I belong? clubs/teams	Moral dilemmas
	Rights, responsibilities and duties at school	What is discrimination/racism?	Obstacles to achieving	What is healthy eating? Eat Well plate	Who can I talk to?	
	Expect respect	What makes me happy/sad/angry?	Dream catchers	Risks, dangers and hazards		
	Online safety			Fire safety (WSFS)	What is peer pressure?	Transition to Y4/5

	Autumn World War II		Spring To Infinity and Beyond		Summer It's All Greek To Me	
	Me and My World	We are all Different	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5 and 6	Writing class rules/electing class reps	Black History – sports stars (Lewis Hamilton, Muhammed Ali, Jesse Owens)	New Year Resolutions	Managing risks, dangers and hazards	Friendships and relationships at school	Year 5 – What is puberty? What is adulthood? Y5 ONLY Safety and the Changing Body: Puberty Y5 ONLY Safety and the Changing Body: • Menstruation
	Bikeability	What was the Black Slave Trade?	Saving money	Being resilient	Are all friendships healthy?	Year 6 ONLY – Y6 ONLY Safety and the Changing Body: Physical and emotional changes of puberty Y6 ONLY Safety and the Changing Body: Conception Y6 ONLY Identity: What is identity? Y6 ONLY Identity: Identity and body image
	Internet and mobile phone safety	Children In Need	Making economical choices	Resisting pressure from peers	Personal space and boundaries	
	Basic first aid (Connors 5)	Anti-bullying			Can dares be a good thing? Overcoming fears	
	How do you get help? 999	Cyber-bullying				What is a boyfriend/girlfriend?
		The role of volunteers and charity in the UK	'Apprentice Week' – linked to enterprise	Fire safety (WSFS)	Marriage/civil partnerships/committed relationships	Transition to Y6/7

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' unit delivered in the Summer Term:

	Learning Topics Covered:	Kapow Primary Units
Year 2 (Year A and B)	<ul style="list-style-type: none"> <li>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>tell you what I like/don't like about being a boy/girl</li> <li></li> </ul>	YEAR 2 Appropriate Contact: My Private Parts PANTS rule (NSPCC) Pantosaurus from NSPCC
Year 4 (Year A and B)	<ul style="list-style-type: none"> <li>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>recognise how I feel about these changes happening to me and know how to cope with those feelings</li> <li>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>	YEAR 4 Physical Changes Through Puberty <ul style="list-style-type: none"> <li>What will I do?</li> <li>What will I like?</li> <li>How will I look?</li> <li>What will I wear?</li> </ul> Introducing Puberty <ul style="list-style-type: none"> <li>Body Changes</li> <li>Hygiene (washing, shower, etc)</li> </ul>
Year 5 (Year A and B)	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>describe how boys' and girls' bodies change during puberty</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>	YEAR 5 Puberty <ul style="list-style-type: none"> <li>Internal body parts (male and female)</li> <li>Menstruation</li> <li>Physical changes in puberty</li> </ul>
Year 6 (Year A and B)	<ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>recognise how I feel when I reflect on the development and birth of a baby</li> </ul>	YEAR 6 ONLY <ul style="list-style-type: none"> <li>Conception</li> <li>Pregnancy and birth</li> </ul>

	<ul style="list-style-type: none"> <li>• know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>• understand how being physically attracted to someone changes the nature of the relationship</li> <li>• express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> <li>• understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional and Physical changes in puberty</li> <li>• Identity and body image</li> </ul>
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### **Roles and responsibilities**

The governing body will approve the PSHE and RSE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

### **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

### **Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents' right to withdraw**

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 mutual understanding, trust 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/carers may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents/carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/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.

We have committed to retain a parents/carers' **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/carer wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents/carers should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

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

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

### **Training**

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included within our continuing professional development overview. The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of PSHE and RSE is monitored by Andrew Hughes (Subject Leader) and Matt Andrews (Head Teacher) through: Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years.

At every review, the policy will be approved by the Pupil Welfare Committee, Governing Body and head teacher.

Date: March 2024

Review date: March 2026