



Holbrook CofE Primary School

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

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Author	Ingrid Taylor
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Abbreviations used

PSHE	Physical, Social and Health Education (incorporates statutory RSHE as well as non-statutory elements)
RSE and HE, or RSHE	Relationships, Sex and Health Education (statutory)
EYFS	Early Years Foundation Stage, the Reception year of school
KS1	Key Stage 1, incorporating the school years 1 and 2
KS2	Key Stage 2, incorporating the school years 3, 4, 5 and 6
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator

Statutory Framework

The Relationships, Sex Education and Health Education (RSE and HE, or RSHE) aspects of Personal, Social, Health and Economic education (PSHE) are now compulsory within all schools. RSHE covers broad areas of particular relevance and concern to children and young people today - mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. These new statutory requirements do not extend to sex education at Key Stage 1 and 2 (KS1 and 2) (beyond the biological/reproductive aspects schools are already required to cover in science). Parents of Year 6 pupils will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

At Holbrook, RSHE is taught as part of the wider Physical, Social and Health Education (PSHE) curriculum. In developing a PSHE scheme of work at Holbrook, we have taken objectives from the PSHE Association programme of study, as well as DfE guidance.

Aims

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 aims of the PSHE curriculum at Holbrook 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

Delivery of PSHE (including RSHE)

The curriculum at Holbrook is based on whole school units, with supplementary year group units. Each term, all children have at least one focussed unit usually linked to national theme weeks – Anti-Bullying, Black History Month, Child Mental Health Week, LGBTQ+ History Month and Our Future. These units have a two year cycle so that each year the focus changes. Objectives for these units are clearly mapped out, cross-referenced with the statutory RSE curriculum and are age appropriate. Other units of work are linked to key stages and follow the same cycle as the rest of the curriculum – two years in KS1, 3 years in KS2 and a standalone one year curriculum in Year 6. Some aspects of PSHE, including some of the statutory RSE aspects, are taught yearly to specific year groups. For example, puberty education occurs in Year 5 and sex education in Year 6. The curriculum is cross-referenced with key aspects of safeguarding and equality.

Each unit has a learning journey with key objectives identified. PSHE is delivered through dedicated sessions, with time devoted to whole school units in assemblies. The PSHE curriculum is also key in the promotion of SMSC, personal development and British values.

Lessons in PSHE, which incorporates the statutory RSE curriculum, are discussion based. Each unit begins with activities designed to find out children's understanding and knowledge. Questionnaires for pupils and parents through the year help make sure that starting points are appropriate for the children at Holbrook. Parents are informed termly about the focus of PSHE sessions and useful resources are shared to aid any discussions at home. Lessons are interactive and usually discussion and role play based. Children are given a chance to reflect on their learning throughout the unit and at the end. These reflections offer opportunities for assessment for teachers.

Aspects covered in PSHE include:

- Healthy lifestyles (physical wellbeing)
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco
- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying

- Safe relationships
- Respecting self and others
- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: money
- Economic wellbeing: aspirations, work and career

SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Where there are significant needs relating to communication or cognitive ability, learning journeys are adapted to ensure that children as a priority learn to keep themselves safe, manage their emotions, know how to seek help and support and develop an understanding of their own body's development. Careful consideration is given concerning the level of adaptation needed. Resources from the PSHE association which are tailored to children with SEND are used where appropriate. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

The statutory RSE curriculum:

Why Do We Teach Relationships and Sex Education?

Within our PSHE curriculum are the statutory RSE objectives set out by the DfE. This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life , and
- promote the spiritual, moral, social cultural mental and physical development of pupils

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school we deliver age appropriate sex education as an integrated part of our PSHE programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

We have created this policy in collaboration with our families and with children. Parents have offered feedback following consultation about the content of the curriculum and the approaches to teaching. Their feelings that mental well-being and healthy eating were particularly important areas are reflected in the school's final curriculum. Children provide ongoing feedback at the beginning and ends of units of work. This feedback is used to adapt planning. Questionnaires about online safety, bullying and general well-being are also used to shape the curriculum.

What does our RSE Curriculum Include?

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Appendix 1 sets out the RSE curriculum at Holbrook as part of the wider PSHE curriculum. The statutory guidance can be found [here](#).

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation, We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school’s approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their

needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.

- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our inclusive approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RSE Provided?

- Through a whole school caring ethos that models and supports positive relationships between all members of the school community.
- Within the taught, age-appropriate, progressive RSE programme within Personal Social and Health Education (PSHE).
- Within Science as stipulated by the national curriculum.
- Through other curriculum areas for example Drama, English etc.
- Through assemblies.
- Through pastoral support.
- By the provision of appropriate leaflets and other information sources.
- Through external providers such as the NSPCC, the police and the fire service
- Via targeted intervention, where appropriate, with vulnerable individuals.
- Delivery in response to incidents.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question and children will be reminded not to share the personal stories of others in a way which identifies them.

- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. This means that children will feel satisfied with answers given, but that teachers will be conscious of the objectives in the curriculum agreed with parents and ensure these are given full focus. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the ground rules/group agreement.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be

consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the Visitor Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE are assessed as part of the PSHE provision and builds on existing school systems, using the school format for learning objectives and the 'key three' for each topic area.

Parental engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate. Resources are signposted for parents to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. At Holbrook, these aspects are only taught in Year 6. Parents do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

PSHE and RSE: Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for the statutory and non-statutory aspects of PSHE and RSE.

PSHE, including RSE, is delivered by class teachers. To ensure quality delivery of PSHE, staff have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the PSHE and RSE policy.

Monitoring and Evaluation of PSHE and RSE

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE or PSHE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This

policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus.

It will be reviewed on an annual basis.

Policy Links

Safeguarding/Child Protection
Anti-Bullying and Cyber-Bullying
Behaviour

