



PSHE and RSE POLICY

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR):

Date: 23/09/2022

Next review due by: 23/09/2025

Respect



Responsibility



Determination



Aspiration



Empathy



Our Commitment to Staff



Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future



Recognise and reward the commitment of all staff

Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.



Introduction and Overview

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Curriculum Statement

Rationale

Our school vision and ethos are strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children. We support our children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We want our children to be able to make informed decisions and manage risk in our growing technological world. We recognise that our school vision and values of Respect, Responsibility, Determination, Aspiration and Empathy are crucial to this learning and should be at the heart of whole-school development.

It is essential for the following reasons:

- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education must teach Relationships Education.
- RSE plays a vital part in meeting our safeguarding obligations as outlined in the updated Keeping children safe in education – Statutory guidance for schools and colleges (annually updated).
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSE was 'too little, too late, too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010), highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.



Intent

At Princess May Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The Department for Education's statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education).

Overall school aims for Relationship and Sex Education

National Curriculum

RSE plays an important part in fulfilling the statutory duties the schools have to meet.

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- Section 2.1, National Curriculum in England (DfE, 2013)

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

Definition

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Sex and Relationship Education Guidance, DfEE (now Department for Education/DfE) 2000



According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.’

The law (Learning and Skills Act, 2000) states that, ‘Pupils should learn about the nature and importance of marriage for family life and the bringing up of children’. In 2000, the DfEE Sex and Relationship Education Guidance added ‘and stable relationships’. Leaving aside political and faith-based agendas, the key point here is that the guidance recognises the importance of stable relationships.

Key aspects of RSE are:

- physical development - how our reproductive systems work
- emotional development – our feelings and how they might change as we grow older; we explore how to manage feelings
- social aspects – the positive and negative influences from friends
- healthy relationships – the different types of relationships we experience, such as those with parents or others who care for us, siblings, friends and – as we get older – with partners; we consider healthy and unhealthy relationships

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non- exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century: Supplementary advice to the Sex and Relationship Education Guidance, Sex Education Forum, 2014

Through the provision outlined in this policy, the schools’ overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, safe, stable and loving relationships (including marriage and civil partnerships) for the nurture of children
- learn the value of respect, love and care (including respect for others and for others’ wishes ie if someone says no or changes their mind within a relationship)
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others



- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse (including the confidence to consent or not consent, or to change your mind)

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health
- be aware of emotions and relationships
- be aware of contraception
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including being emotionally ready (based closely on Sex and Relationship Education Guidance, DfEE 2000).

In addition to this, we also aim to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media, including online and via online networking, and when giving consent or not
- teach pupils to be accepting of the different values, beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and other protected characteristics of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies and those of others
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils in an age-appropriate manner about consent and their right to say no, and similarly teach pupils that 'no means no' and that this must be respected
- teach lessons that are sensitive to a range of views, values and beliefs
- promote choice (and corresponding acceptance) that is based on a person's views, values and beliefs, including those based on a particular faith
- teach pupils that the legal age of consent is 16, and that this should be respected and regarded as a minimum age
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

It is not the aim of RSE to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity (this is in line with DfE guidance: Plan your relationships, sex and health curriculum)
- sexualise children.



The wider context of Relationships and Sex Education

The RSE programme:

- is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all young people, including those with additional learning and language needs
- is set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognises that family is a broad concept; not just one model such as that of a nuclear family
- encourages pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensures pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognises that parents/carers are the key people in teaching their children about relationships, sex, growing up
- works in partnership with parents/carers and pupils, consulting them about the content of RSE learning
- works in partnership with other health professionals and the wider community

RSE contributes to:

- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in sex-based and homophobic, biphobic, transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both online and offline, and enjoy their relationships

Implementation

At Princess May, we use the Kapow PSHE Programme - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. This policy reflects the 2020 government guidance and covers all aspects of Relationships and Health Education in an age - appropriate way.

There are three underlying core themes taught throughout PSHE, within which there is broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The focus of PSHE is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with



other children and adults. PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's use of Kapow PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical contact are the forerunners of teaching about consent.

PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Through PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

PSHE provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life. It helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Impact

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Children are enabled to develop the vocabulary and confidence needed to 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 of. Our scheme supports the active development of a school culture that prioritises 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 their own wellbeing needs and the wellbeing of those around them.

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PSHE 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 face. Our PSHE Curriculum can be used as a whole school approach to positively impact wellbeing, safeguarding and SMSC outcomes at Princess May. 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.

Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. Assemblies and PSHE lessons will enhance children's cultural capital. Our school provides a wellbeing provision through Place2Be and a Pastoral team to nurture groups of children and provide a safe space for children who struggle in the classroom.

Our PSHE curriculum promotes the Fundamental British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs) and SMSC (Spiritual, Moral, Social, Cultural) development of all pupils. Our school takes part in events such as Anti-bullying week, Red Nose Day and Comic Relief by dressing up for the event, by raising awareness for the event through lessons and assemblies and organising cake sales etc.

Children also take part in democracy week and visit the Houses of Parliament. Links with the local emergency services are in place such as London Fire Brigade, Doctors and nurses, Police, etc. to support the PSHE curriculum. Children also have the opportunity to learn about other cultures through Multi-cultural day and Carnival.



Teaching and Learning

Whole School PSHE Principles

The teaching of PSHE is organised into half termly units. PSHE has three underlying core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle times and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage 1

The PSHE lessons in Key stage 1 focus on:

- Family and relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Key Stage 2

The PSHE lessons in Key Stage 2 focus on:

- Family and Relationships
- Health and wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity

At Princess May Primary School, we have adopted a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. Children will be provided with a safe and supportive learning environment where they can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.



Relationships Education

Statutory aspects of Sex Education with the National Curriculum Science:

The law states that 'schools must teach the biological elements of the SRE in the National Curriculum.' Education Act 1996

All primary schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Statutory aspects of Relationships Education:

By the end of primary school children should learn:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



Caring Friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources



Physical health and mental wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of primary school:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.



- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Delivery of RSE

Pupils receive their entitlement for RSE through a sequenced, progressive curriculum, in timetabled slots, which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- regular PSHE sessions
- wellbeing sessions
- cross-curricular links to other subjects (eg Science) or topics
- themed days/weeks and other themed events
- assemblies
- activities and special events eg theatre in education performances to enhance learning
- use of external agencies/services

Cross curricular links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through PSHE lessons to other areas of the curriculum.



Sex Education

Sex Education is not statutory in primary schools. The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

We use the Sex Education Unit provided in the Kapow PSHE programme. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We will 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, understand how a baby is conceived and born. We consult parents before their children start Year 6 about the detailed content of what will be learnt through the Kapow Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right to withdraw your child 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 RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

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If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Our Kapow Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

There is no right to withdraw from Relationships Education or Health Education.



Key rights and responsibilities for Relationships and Sex Education

The role of teaching staff

All teaching staff:

- ensure that they are up to date with this RSE policy and curriculum requirements regarding RSE
- report back to PSHE lead on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources
- attend and engage in professional development training around RSE provision, when appropriate
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone (e.g. go to DSL if children report abuse).
- ensure that their personal context, background, beliefs and attitudes do not prevent them from providing balanced RSE in school
- recognise that pupils in their class will have a wide range of abilities (including special educational need and disabilities) and identities (including those related faiths, beliefs, cultures and gender), asking for support should they need it

It is important that all school staff feel comfortable to take RSE classes. We make available regular professional development training in how to deliver RSE. The continuing professional development (CPD) needs of staff, including non-teaching staff, are identified and met through the following ways:

- training and support
- staff are offered generic RSE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy
- staff involved in the delivery of RSE issues seen as potentially more sensitive are offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions

Teachers must conduct PSHE lessons in a sensitive manner. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals.



Learning environment and ground rules

Ofsted has identified that an emotionally safe and secure learning environment is a feature of outstanding PSHE (2013). Our learning environment is always positive, supportive and open. For RSE teaching and learning, we will develop with pupils an additional set of non-negotiable rules.

Typically, these are around the following points:

- We will not gossip about the lesson.
- We will talk to someone we trust if we feel there's a need to get help.
- We can use our worry box to ask questions.
- It's not OK to ask personal questions of each other or the teacher.
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the body parts.
- It is ok to choose to pass/not join in.
- We will laugh with but not at others.
- We will be kind and supportive of each other, listening and not interrupting.
- We will respect different opinions, situations and backgrounds.

Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment, and can also be a useful activity in itself. Once the ground rules are agreed, they will be referred back to frequently.

Pupils may suggest confidentiality as part of the ground rules, proposing that 'what is said in the class should stay in the class'. In reality this is not feasible. If this is suggested, we talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy.

The role of PSHE Lead

The lead members of staff:

- develop this school policy and ensure it is reviewed annually
- ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- ensure that all relevant staff are kept up to date with resources (Appendices A(i) and A(ii)), local and national support (Appendix B), policy changes, and familiar with school policy and guidance relating to RSE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- ensure that RSE is age-appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do, and meets their needs
- ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- ensure that their personal beliefs, values and attitudes do not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate



The role of pupils

All pupils:

- are required to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through RSE by, for example, alerting relevant members of
- staff to any potential worries or issues
- should follow the ground rules that are set in class, including being considerate of other people's feelings and beliefs and their right to privacy
- are encouraged and supported to feel as comfortable as possible if they want to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- are asked for feedback on the school's RSE provision following RSE in Year 5 every year; they are expected to take this responsibility seriously; opinions on provision and comments are reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

Asking children their views on RSE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at. Findings from consulting pupils are also a powerful tool for communicating the needs of children to parents/carers, school staff and governors. Ofsted seek the views of pupils as part of their inspections. Pupil consultation is part of our school culture and provides ongoing evidence showing how pupils' needs are being identified and met.

The sorts of questions we ask pupils are:

- Where do you get information about your body, growing up, relationships and feelings?
- Does what is taught in school at the moment answer all of your questions?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in RSE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve RSE in our school?

We ensure, to the best of our ability, that pupils feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity so that pupils can respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.



The role of parents and carers

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development. To do this, we encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.

To support, we:

- keep parents/carers informed about all aspects of the RSE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy
- clearly communicate the fact that parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact the PSHE lead
- encourage parents/carers to seek additional support in this from the school where they feel it is needed

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

The role of the Headteacher

The role of the headteacher is to manage requests to withdraw pupils from non- statutory components of RSE – (Sex education lessons).

Managing difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions, which may go beyond what is set out for Relationships Education. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way. This might be to the whole class or to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the Head of School or a Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school.



When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training includes sessions on how to deal with difficult questions. Agreed phrases, where appropriate, may be used in response to difficult questions:

- 'That is something that may be covered later on, maybe at high school.'
- 'I can't answer that question, but you could ask a trusted adult at home.'

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.

Staff establish clear parameters about what is appropriate and inappropriate in a whole-class setting by, for example:

- staff set the tone by speaking in a matter-of-fact way
- pupils are encouraged to write down questions, anonymously if desired, and post them in the Worry box
- staff have time to prepare answers to all questions before the next session, and choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated Child Protection Officer is informed and the usual child protection procedures followed

Confidentiality

No one working with children can agree confidentiality if a child is thought to be at risk. Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment.

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. It is essential that the member of staff should explain to the child that the information might need to be passed on to a designated Child Protection Officer who may make a record and follow child protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. This follows procedures set out in our Safeguarding Policy.



Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- a practice of 'not naming names' as used in circle times
- depersonalising discussion
- appropriate DVDs and TV extracts
- case studies with invented characters

Safeguarding and child protection

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Children have the right to:

- Say no
- respect their own body
- speak out and know that someone can help

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education. When teaching any sensitive issue, young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements. If we have any reason to believe a pupil is at risk, we always follow safeguarding procedures. We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.



Planning and Assessment

Planning and resources

Planning should be done weekly with parallel teachers. All teachers should keep a copy of the long term, medium term and weekly planning in their files. They should use the lessons from Kapow PSHE and slides should be made with key questions and key information on the slides. Controversial topics or difficult questions will be dealt with sensitively and without letting personal beliefs and attitudes affect them.

For good PSHE learning to take place evidence of the following should be seen in classrooms:

- A safe learning environment must be created so that children feel comfortable to speak
- Children actively taking part in discussions
- Weekly lessons (at least 45 minutes long)
- Children being encouraged to ask questions and take part
- Question/Worry box set up in class for children to ask questions safely
- Children's work will be evidenced in their class floor-book.
- Children showing enjoyment in the activities they are undertaking.

Working with external agencies

We may invite visitors or external agencies into school to talk on issues related to RSE. External visitors might include staff from Hackney Services and various other companies. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. If this is the case, visitors are selected because they have the right skills and experience to make a unique contribution and add value. A teacher will always be present throughout these lessons in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have. Visitors are also expected to comply with the guidelines outlined within this policy. Teachers should ensure that the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the children involved, including where there may be a specific issue relating to child protection.

Assessment

Children's progress is continually monitored throughout their time at Princess May Primary School and is used to inform future teaching and learning. Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Baseline assessment will be used to gauge what has been learned and what still needs to be learned. The model of assessment that is most meaningful in PSHE education is **ipsative assessment**.

Baseline assessment

PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. This can be done through questioning, discussion, brainstorming etc.



At the end of the unit, pupils will have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. The end of unit assessment available within the Kapow unit will be used to check people's progress.

Inclusion, equality and diversity

There is a great need for sensitivity in the approach to RSE. All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. Our school communities are diverse, and include pupils with different abilities and aptitudes, experiences, religious, cultural and socio-economic backgrounds, and sexual orientations.

To encourage pupils to participate in lessons, teachers ensure content, approach and use of inclusive language reflects the diversity of the school communities and helps each and every pupil to feel valued and included in the classroom. Teachers pay due regard to protected characteristics.

We promote the needs and interests of all pupils. The schools' approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing the protected characteristics as set out in the Equality Act (2010) and ensuring equal opportunities for all.

Pupils who have English as an additional language

We take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

Educational Visits

We are constantly looking for new and meaningful experiences that will enrich the children's understanding of the world. Children will be given opportunities to visit places such as the Houses of Parliament to get a better understanding of the world around them.

Monitoring and Evaluation

Monitoring is an ongoing process that checks the degree to which a programme or scheme of work is being effectively implemented. Monitoring answers questions such as is the programme effectively managed; are staff clear about their roles and responsibilities; and are pupils being taught the programme as planned? Monitoring activities which we carry out may include:

- lesson observations
- regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of children's work



Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. It is a means of improving provision and raising standards. It helps to identify issues for development. Evaluation activities which we carry out may include:

- teacher and pupil evaluations
- evidence from lesson observations
- feedback and evaluation by pupils

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Princess May Student Councillors

At Princess May, new student councillors are elected every year in September. Two representatives from each class are elected using a ballot system; through this, children are introduced to the British Democratic system. Student councillors will play an important role in acquiring pupil voice through class meetings in order to help make important decisions about our school.

Their responsibilities will include:

- Being a role model for others to follow;
- Attending school council meetings to discuss ways to improve the school and its environment;
- Keeping a journal to record the minutes of the student council meetings;
- Holding regular meetings in class to report back to their classes and getting ideas and input from them to bring to the student council meetings;
- Subject feedback.

Complaints

Parents or carers who have complaints or concerns regarding the RSE provision should contact school and follow our complaints policy



Appendix A:

Parent information leaflet from the government

This information is available in other languages:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.