

Bill Quay Primary School



Relationships (RSE) and PHSE Policy

Purpose of this policy

The purpose of this policy is to outline our practices in Personal, Social and Health Education (PSHE) and Relationships Education (RSE), and the principles on which they are based. It sets out a framework by which all staff can work and gives guidance on planning, teaching and assessment.

Definition

Relationships and sex education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity; instead, it involves pupils making healthy choices regarding their relationships and exploring social issues which they may come across in life.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Although, we are not required to provide sex education, we are obliged to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must refer to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#). At Bill Quay we teach RSE as set out in this policy.

Rationale

Our PSHE and RSE programmes promote pupils' personal, social and economic development, as well as their health and mental well-being, fostering respectful relationships and developing personal identity. They help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At Bill Quay Primary School, pupils' wellbeing, happiness and safety are our first priority, and PSHE and RSE are the key vehicles through which we develop this with pupils. We regard these subjects as an important, integral component of the whole curriculum; they are central to our approach and are reflected within our core values. Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society
- Prepares our pupils for the opportunities, responsibilities and experiences they already face and for adult life
- Provides information about keeping healthy and safe, emotionally and physically
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

- Enables pupils to develop and maintain respectful relationships with others whilst at school
- Enables pupils to feel ready for the relationships that each new stage of their lives brings as they grow and move through school
- Allows pupils to leave Bill Quay Primary School in year 6 holding a strong foundation of understanding about how to create and maintain positive and healthy relationships with others in all contexts, including online.

In addition to the above, we also aim to provide a character-learning journey, encouraging our pupils to think critically and develop a mind-set that thrives on looking at themselves and others from different perspectives. This is achieved through the whole-school ethos and the teaching of PSHE and RSE, and is reinforced by the Commando Joe's (Co-Jo) curriculum, which encourages pupils to think differently and deeply about their actions and to choose intelligently between alternative scenarios. Through this programme, pupils are given the opportunity to achieve, be resilient, tolerate others and make great choices for life - both in and outside school.

Policy Aims

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues, including how to respond in an emergency
- Know how to manage change, including puberty, transition and loss

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- Know how to recognise and manage emotions within a range of relationships
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
- Know how to respect equality and diversity in relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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

Living in the Wider World

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community

- Be positive and active members of a democratic society
- Understand the importance of respecting and protecting the environment
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Curriculum

At Bill Quay Primary School we plan our PSHE using the JIGSAW syllabus, which is a mindful approach to PSHE. The long- and medium-term plans ensure that there is progression throughout the school and that pupils are building upon knowledge learnt in previous years.

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum, which incorporates the teaching of reproduction systems in plants and animals (including humans). Other aspects, such as stereotypes and religious practices are included within our Religious Education (RE) curriculum.

The topics are designed so that pupils develop knowledge and understanding of the world in both Key Stages. We recognise that, within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all pupils. This is done through providing support, differentiating activities and using a range of teaching and learning styles within lessons. Where possible, teaching is supplemented by trips to Places of Worship or visits from people from religious communities.

Our RSE curriculum has been developed taking into account the age, needs and feelings of all students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online. Teachers may also consult with parents/carers regarding a question that goes beyond the remit of the policy in order for them to speak to their child about any issues raised.

Our six main subject areas within the PSHE curriculum are:

- Being Me In My World: Who am I, and how do I fit?
- Celebrating Difference: Respect for similarity and difference. Anti-bullying and being unique.
- Dreams and Goals: Aspirations, how to achieve goals and understand the emotions that go with this.
- Healthy Me: Being and keeping healthy and safe.
- Relationships: Building positive, healthy relationships.
- Changing Me: Coping positively with change.

In Reception class, PSED (Personal, Social and Emotional Development) is a prime area of learning, and is therefore an integral aspect of daily planning, teaching and learning. Within this area of learning, pupils focus on:

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

Planning is child-led to reflect the interests of the children and their needs.

Other aspects of PSHE and RSE learning throughout school

There are many other opportunities to explore learning in these curriculum areas, including:

- Church community events
- School council activities
- Rights Respecting activities
- YourTrack (Daily Mile)
- Well-being activities
- Nurture groups
- Suggestion boxes

Teaching and Learning

At Bill Quay Primary School, we use a variety of teaching and learning styles in PSHE. We utilise whole class teaching methods and reinforce these with enquiry-based research activities elsewhere in the school curriculum (Co-Jo's). Stories and key questions introduce PSHE lessons and top secret missions are disseminated during Co-Jo activities. Pupils work individually, in pairs, in groups and as a class. To ensure we meet the needs of all learners, lessons may be differentiated using resources, careful questioning, expected outcome or support from peers/adults.

We believe our pupils learn best when they have a 'hook' to stimulate their curiosity in a unit. These 'hooks' may be:

- Artefacts or objects, with which pupils can handle, discuss and generate questions about
- Trips to local significant buildings and special places of interest
- Visitors who can talk about their own experiences
- Videos setting out top secret missions.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers, amongst other structures. Our curriculum recognises and is sensitive to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

Primary Sex Education focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Students also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our curriculum, please see the appendices.

Adaptations for Pupils with SEND

Bill Quay Primary School recognises that pupils with SEND may need aspects of the PSHE and the RSE curriculum adapting to meet their needs, particularly when looking at aspects relating to online safety and relationships. The needs of individuals will be met through an inclusive approach.

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The Head Teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The content of coverage for relationships education is clearly outlined for the staff of Bill Quay Primary School, and is therefore very clear to staff what content must be covered in their year group and how this content fits into the wider picture of learning across the school.

Equality and Diversity

It is the responsibility of all teachers at Bill Quay Primary School to ensure that all pupils, irrespective of ability, race, gender, age, faith, sexual orientation, and disability, are given full access to the PSHE and RSE curriculum and make the greatest possible progress in accordance with recent legislation.

The PSHE programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society today. British values of

democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the curriculum according to the 2011 Prevent Strategy. Our PSHE curriculum also enables pupils to consider the UN Convention on the Rights of the Child. As a Rights Respecting Gold school, we ensure the Rights of the Child are at the forefront of our curriculum, in particular Article 13, ensuring every child's right to their own opinion and freedom of expression.

Assessment and Recording

The standard of work in PSHE is expected to reflect the targets of children in the core subjects. At Bill Quay Primary School, assessment is integral to the teaching process. Assessment allows us to judge the progress that pupils have made in understanding. In order to make an assessment of an activity, we need to be clear about the purpose of the activity and of the evidence that we expect to see in order to know whether pupils have achieved the expected aim. Teacher assessments are made with consideration of the pupils' contributions during discussion, and questions they may ask or answer and through work completed in response to the lesson input. If it becomes apparent that a child needs further support for any aspects of RSE, teachers act by providing the appropriate interventions and holding conversations with parents or the school SENCO and DSL, if necessary. These evaluations are made with safeguarding in mind and in accordance with 'Keeping Children Safe in Education'. PSHE and RSE education is assessed using formative assessment.

Senior Leaders monitor and evaluate the provision for RSE through informal lesson observations and conversations with staff and pupils. In addition to this, observations are continually made regarding relationships and the embedding of the RSE intentions within and around school.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (visit from the school nurse in Years 5 and 6).

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the Head Teacher. Alternative work is given to pupils who are withdrawn from sex education.

Roles and Responsibilities

Governors, senior leaders and the subject co-ordinator are responsible for ensuring that the content laid out by the DfE is taught effectively.

It is the role of the teachers to ensure they teach RSE as outlined in this policy and as developed through their training. If a member of staff becomes concerned about a child in any way during the teaching of RSE or PSHE, this is reported to the DSL.

The subject co-ordinator monitors the implementation of this policy and will review and amend it as necessary. Monitoring of standards will be undertaken through:

- Observation of lessons
- Scrutiny of classwork
- Discussions with pupils

The subject co-ordinator is also responsible for reporting to the Governing Body on standards and developments in PSHE and RSE on an annual basis. A subject improvement plan details steps needed to progress standards. This is updated termly and reviewed annually.

Links to other policies

- Safeguarding policy
- Online safety policy
- Race Equality statement
- Behaviour policy
- Anti-bullying policy

Approved by the Full Governing Body on 08/10.22

Appendix: Parent form for the withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			