PSHE and RSE Policy

Morton Trentside Primary School

2022

Intent

The aims of PSHE, drugs, health, relationships and sex education (RSE) at our school are to:

- Contribute to the development of the whole child in line with the schools aims and values
- Be aware of safety issues e.g. Stanger danger/ water safety/ sun safety/road safety/ Online safety
- Understand and develop good relationships with others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Provide a safe environment in which children can have open and honest discussions
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around self-awareness and relationships
- Ensure children understand the importance of a healthy lifestyle including personal hygiene, drugs
- Teach pupils the correct vocabulary to describe themselves, their feelings and their bodies
- Help children understand the physical changes in their body as they grow up.

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.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Morton Trentside we teach RSE as set out in this policy.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, body awareness, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values

Implementation

Our curriculum follows the PLANIT TWINKL PSHE units shown below. There are 3 broad themes for PSHE within our curriculum. 'Health & Wellbeing', 'Living in the Wider World' and 'Relationships'.

Within those main overarching themes, there are 4 mini themes under each broad theme. The table below shows this and also how the themes are covered over the year and how themes are revisited in alternate year groups and built upon to ensure a spiral approach.

Overview of PSHE themes (Y1-Y6)

Health and Wellbeing
Living in the Wider World
Relationships

	Aut 1	Aut 2	Sp 1	Sp2	Su1	Su2
Y1	Be Yourself	TEAM	Aiming High	Britain	Money Matters	It's my Body
Y2	Think Positive	Safety First	VIP'S	Respecting Rights	One World	Growing up
Y3	Be Yourself	TEAM	Aiming High	Britain	Money Matters	It's my Body
Y4	Think Positive	Safety First	VIP'S	Respecting Rights	One World	Growing up
Y5	Be Yourself	TEAM	Aiming High	Britain	Money Matters	It's my Body
Y6	Think Positive	Safety First	VIP'S	Respecting Rights	One World	Growing up

Coverage for PSHE/Citizenship/Relationships

	Health & Wellbeing	Living in the Wider World	Relationships
Year 1	**'Aiming High'** • Develop resilience and a positive learning attitude in the context of goal setting and aspirations. **'It's My Body'** • Explore healthy lifestyles, looking after your body, making healthy choices and consent.	**'Britain'** • British values concepts such as diversity, communities, neighbourhoods, identities and respect. **'Money Matters'** • Financial education concepts including keeping money safe, shopping, saving and spending.	**'TEAM'** • Explore new beginnings and classroom skills like listening, co-operation, teamwork and making good choices **'Be Yourself'** • Explore recognising emotions, self-regulation skills and positive self-esteem.
Year 2	**'Safety First'** • Safety indoors and out, including online safety, people who can help and the underwear rule. **'Think Positive'** • Explore mental health and emotional wellbeing, including gratitude, mindfulness and self-regulation	**'One World'** • Explore global citizenship, including caring for the environment and similarities and differences with other cultures. **'Respecting Rights'** • Explore fundamental human rights and making sure that our rights and those of others are met.	**'Growing Up'** • Parts of the body, boys and girls, gender stereotypes, keeping safe and consent. **'VIP's'** • Explore the idea of special people in families and friendships and how to care for and be kind towards them.
Year 3	**'Aiming High['** • Teaches resilience and growth mindset while exploring careers, goal setting and aspirations. **'It's My Body'** • Explores healthy lifestyle choices such as sleep, exercise and healthy eating, and teaches children about privacy and consent.	**'Britain'** • British values of democracy, the rule of law, individual liberty, tolerance and mutual respect **'Money Matters'** • Financial education, including wants and needs, advertising, budgeting and strategies for keeping track of money	**'TEAM'** • Explore new beginnings, co-operation and team work, developing skills like conflict resolution and compromise. **'Be Yourself** • Explore recognising and expressing feelings, being assertive, media influences and making amends.
Year 4	**'Safety First'** • Online safety, road safety, managing dares, risks, hazards and dangers and when to seek help **'Think Positive'** • Explore mental health and emotional wellbeing, including growth mindset, resilience, positive thinking and self-care.	**'One World'** • Explore global citizenship topics like human rights, inequality, climate change, sustainability and charity **'Respecting Rights'** • Explore human rights and find out how we can be respect the rights of others.	**'Growing Up** • Parts of the body, human reproduction, puberty and healthy relationships. **'VIP's'** • Explore friendships and relationships, including making friends, falling out, bullying and teasing.
Year 5	**'Aiming High'** • Explore careers education, including goal setting, equal opportunities, innovation and enterprise. **'It's my Body'** • Explore personal hygiene, healthy choices and habits, harmful substances and positive body image.	**'Britain'** • British Values, local and national government, community, identity and making a positive contribution **'Money Matters'** • Explore key concepts in financial education, including financial risk	**'TEAM'** • Explore relationships Education concepts such as communication and compromise, co-operation, teamwork and new beginnings. **'Be Yourself'** • Explore assertiveness, recognising different emotions, managing difficult situations and self-esteem.
Year 6	**'Safety First'** • Behaving responsibly, online safety, assessing risks and what to do in an emergency **'Think Positive** • Explore resilience and growth mindset while developing a positive attitude, self-regulation and mindfulness.	**'One World'** • Explore energy use, water conservation, climate change, biodiversity, human rights and protecting the environment **'Respecting Rights'** • Explore the human rights and how rights respecting people protect and respect human rights around the world.	**'Growing Up'** • Body image, emotional changes, puberty, human reproduction and relationships **'VIP's'** • Explore the idea of special people in families and friendships and how to care for and be kind to them.

In addition to the relationship strand of our PHSE curriculum, we also have annual workshop sessions led by Big Talk Education. These supplement the teaching of RSE. BigTalk Education, is an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The *Growing Up Safe* programme has no religious association and is taught in both faith and non-denominational schools across the UK. It is a gentle programme that adheres to the values listed below:

- **Equality** is not always about treating everyone the same – it is about treating people in such a way that the outcome for each pupil can be the same.
- **Tolerance** is to understand that not everybody is the same and have the willingness to accept this.
- **Honesty** is being truthful and open at an age appropriate level, that allows pupils to learn and understand.
- **Support** is to work together with pupils' families to provide guidance and care for children.
- **Respect** is valuing each person as an individual of importance, as well as the beliefs of their family and community,
- **Empower** is to equip children with knowledge to keep them safe, healthy and happy.
- **Sensitivity** is having an awareness of the feelings of others and responding accordingly.
- **Trust** is ensuring children have a safe space to learn and discus.
- **Empathy** is the ability to identify and understand the feelings of others and offer them support.

These values aid us in ensuring a safe and positive place for children to learn.

The BigTalk team then deliver to each class within school, see details below:

Below is some information on the Growing Up Safe programme that will be delivered to the Children by BigTalk Education, it reflects the **Ofsted & SEF** (the National Children's Bureau's Sex Education Forum) recommendations.

- **Age 3 Nursery** A fun learning environment where the children are taught the differences between boys and girls, naming body parts, correct scientific words, private areas of the body, good touches and bad touches.
- **Ages 4 to 8 (Reception School Years 1, 2 & 3)** Re-enforces and checks what was covered in Nursery. Using specially designed child friendly resources at the end of this session they will be able to identify happy situations and those which may be risky (e.g. other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc.) plus who they can talk to if they are worried.
- **Ages 8 to 9 (School Year 4)** We cover different kinds of families, similarities and differences between boys and girls, the emotional and physical changes of growing

up (puberty) how babies are made, then develop in the womb etc. (reproduction). Looking after our bodies and how to be safe and healthy are also discussed.

- **Ages 9 to 11 (School Years 5 & 6)** Reproduction and puberty are re-capped, the children are given the opportunity to ask questions. As well as additional questions on puberty, they will often want more details on how babies develop and are born. It is important that they know there is someone in school as well as at home if they want help, advice or more information etc. (Information at this stage is vital to protect them as they move onto Secondary School and to provide an alternative to Google etc.

All the resources BigTalk Education use are age appropriate and help keep children protected from unwanted touches, abuse and exposure to unsuitable images etc. Research now shows that children receiving this type of education are three times more likely to speak out if they are touched inappropriately etc.

Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.
In addition to this RE & RSE topics will be included in the 'Health & Wellbeing' and 'Relationships' strands of the overall PSHE curriculum.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In addition to our PHSE and Science provision for drugs education, we have annual workshops for Year 6 run by LCC Providers

https://www.lincolnshire.gov.uk/directory-record/1624/substance-misuse-workshop-for-year-6-what-s-in-the-box-

Enriched PSHE SRE curriculum:

- Designated Mental Health and Well-being Lead
- ELSA trained Teaching Assistant

- Well-being dog
- Lunchtime nurture
- Pupil voice groups e.g. Pupil Council, Mini Police
- Mental Health Workshops led by MHST
- Working towards Relationships AWARD
- Restorative behaviour policy
- Parental communication
- NSPCC annual assemblies
- Assembly plan linked to PSHE themes
- Link to Speaking and listening curriculum e.g. debate language, expressing emotions
- Well-being days
- Mindfulness
- Active minutes

5. Roles and responsibilities

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from Big Talk Sessions (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Pupils

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

8. 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 annual Big Talk sessions

Requests for withdrawal should be put in writing following the parent information that is sent out prior to the Big Talk Sessions.

Alternative work will be given to pupils who are withdrawn from sex education.

Impact

The delivery of RSE is monitored by Sarah Scott through:

- Pupil interviews
- Drop ins
- Staff feedback
- School case studies
- Work scrutiny

Pupils' development in RSE and PSHE is monitored by class teachers using the PLANIT assessment statements included in the planning overview for each unit covered.

In terms of RSE, the table below illustrates what children are expected to know by the end of their time in Primary school.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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

TOPIC	PUPILS SHOULD KNOW