

# PSHE & RSHE Policy



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Members of staff responsible for PSHE and RSHE Education: Mrs H Schofield  
Governor: Wellbeing Governor: Mr P Robson

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## **1. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

At Burton Road Primary School, our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,<sup>1</sup> as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

At Burton Road we follow a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;

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7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

## **2. How PSHE education, including Relationships Education, is provided**

### **SCARF scheme of learning.**

At Burton Road Primary school, we use SCARF, a comprehensive framework for PSHE and Wellbeing education. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objective.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

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## KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside - then collaboratively with - their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

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RSHE is a vital piece of our safe guarding, health and wellbeing, positive relationships and responsibility. The opening paragraph of the Department for Education guidance states: "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE, 2019. Relationships Education, Relationships and Sex Education and Health Education.)

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

## 2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

## 3. Parents right to withdraw from Sex Education.

Parents have the right to withdraw their child from Sex Education (human reproduction at Primary School level) taught through RSHE. This will be taught through the Science curriculum but if it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons. The DfE recommends 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The request will always be considered by the Headteacher and discussed with parents and as appropriate with the child to clarify the purpose of the curriculum and, as appropriate with the child, to ensure that their wishes are understood. A record will be kept of the discussion to ensure it is documented. The benefits of receiving this education and any effects that withdrawal might have on the child including social and emotional effects of being excluded and risk of hearing a peers' version of what was taught in class rather than direct teaching from the teacher.

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## 4. How PSHE and RSE education is monitored, evaluated and assessed

### **SCARF Progress**

The PSHE leader will support staff to deliver the lessons. The program of study will be monitored, evaluated and reviewed. This is conducted through whole school curriculum reviews.

### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

## 5. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their School Focus Plans (SFPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. We promote pupils' awareness of diversity and respectful relationships with those who are different from them.

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## LGBT Content

All pupils will be taught LGBT content appropriate to the needs of the children and the point in the curriculum most appropriate.

SCARF plans anticipate and encourage the inclusion of people with LGBT identities in discussions from the early years, where children are also encouraged to talk about the people who are special to them and who provide a nurturing environment. Different compositions of families will be included.

### Relationship Education Over view.

Year Group	Content	Sample Activities
FS2	<p>Seasons and change</p> <p>Life stages in plants, animals and humans</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body</p> <p>Looking after my special people</p> <p>Looking after my friends</p>	<p>Role-play how you can help your special people at home</p> <p>Read a book together about getting bigger</p> <p>Using the pairs cards, match up the baby animal with its adult equivalent</p> <p>Invite a midwife in to talk about her job</p> <p>Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.</p>
Y1	<p>Our special people</p> <p>Caring behaviour</p> <p>Respecting others</p> <p>Safe touch</p> <p>Unsafe secrets</p> <p>Friendship</p> <p>Communication</p> <p>Bullying</p> <p>Boundaries</p> <p>Privacy including naming genitals</p> <p>Feelings</p>	<p>Recognise and name some of the qualities that make a person special to them</p> <p>Identify simple qualities of friendship</p> <p>Identify things they could do as a baby, a toddler and can do now</p> <p>Explain the difference between appropriate and inappropriate touch</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private.</p>
Y2	<p>How my behaviour (positive or negative) affects others</p> <p>Becoming more independent</p> <p>Keeping themselves and others safe</p>	<p>Identify some of the ways that good friends care for each other</p> <p>Know and use words and phrases that show respect for other people</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour</p> <p>Identify situations in which they would need to</p>

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	<p>Growing from young to old and how people's needs change</p>	<p>say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Identify the types of touch they like and do not like</p> <p>Explain that our genitals help us make babies when we are older</p>
Y3	<p>Change including bereavement</p> <p>Images in the media</p> <p>Protecting personal information online</p> <p>Different types of relationships</p> <p>Healthy and unhealthy relationships (friendships)</p> <p>Discrimination and its consequences</p> <p>Understanding risk</p> <p>Making informed choices</p> <p>Resisting pressure</p> <p>Menstruation</p>	<p>Explain some of the feelings someone might have when they lose something important to them</p> <p>Recognise and describe appropriate behaviour online as well as offline</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space</p> <p>Recognise who they have positive healthy relationships with</p> <p>Recognise that repeated name calling is a form of bullying</p> <p>Understand that for girls, periods are a normal part of puberty</p>
Y4	<p>Body changes in puberty</p> <p>Conflicting emotions</p> <p>Good and not so good feelings</p> <p>Marriage and other relationships</p> <p>Consequences of our actions</p> <p>Recognise and challenge stereotypes</p> <p>Pressures to behave in an unacceptable, unhealthy or risky way</p>	<p>Understand and explain why puberty happens</p> <p>Suggest reasons why young people sometimes fall out with their parents</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p> <p>Define what is meant by 'being responsible'</p> <p>Understand and identify stereotypes, including those promoted in the media</p> <p>Understand that we can be influenced both positively and negatively</p>
Y5	<p>Body changes and feelings during puberty</p> <p>Changing feelings and the effect on those we live with</p> <p>Unhealthy relationships</p> <p>Risky behaviour</p> <p>Using social media safely</p> <p>Types of bullying including</p>	<p>Identify some products that they may need during puberty and why</p> <p>Recognise some of the feelings associated with feeling excluded or 'left out'</p> <p>Identify what things make a relationship unhealthy</p> <p>Explore and share their views about decision making when faced with a risky situation</p> <p>Recognise that people aren't always who they say they are online</p> <p>Recognise that some people can get bullied because of the way they express their gender</p> <p>Know how to protect personal information online</p>

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	homophobic Keeping personal information private online	
Y6	Body image Sharing images online Forced marriage Conception, reproduction & birth HIV	Recognise that photos can be changed to match society's view of perfect Explore the risks of sharing photos and films of themselves with other people directly or online Describe ways in which people show their commitment to each other Know a variety of ways in which the sperm can fertilise the egg to create a baby Explain how HIV affects the body's immune system