



Berrycoombe primary

Revised February 2021

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy

Aims

At Berrycoombe Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Cornwall and Isles Of Scilly PSHE curriculum and PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. The focus in primary school 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 with adults. We believe that, to be effective, Relationship and Sex Education should always be taught within a broader PSHE education programme.

The aims of PSHE and Relationship and Sex Education at Berrycoombe are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



Statutory requirements

At Berrycoombe Primary School, we teach PSHE and RSE as set out in this policy.

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Berrycoombe, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- 3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey**
4. Parent consultation – The policy is posted on the website. Parents are asked to read and suggest and provide feedback.
5. Ratification – the policy was shared with and reviewed by governors and approved by the full Governing Body.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE in primary schools is the age appropriate learning about our bodies, reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundations for future work on sexual and reproductive health and so helps to prepare children for adulthood. It contributes to the emotional and social development of children, helps them to develop a secure sense of identity and to function well in the world. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum, along with some additional lessons. Some biological aspects of sex education are taught within the science curriculum.

At Berrycoombe, we follow the Cornwall and Isles Of Scilly PSHE scheme of work for Years 1-6, These lessons are based around a theme which changes half-termly.



At Berrycoombe we teach RSE lessons from the Spotlight Series which are taught in the Summer Term.

At Berrycoombe we teach Drugs, Alcohol and Tobacco lessons in the Summer term.

At Berrycoombe, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Berrycoombe, for example, through teaching about different types of family, including those with same sex parents. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the 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.

PSHE YEARS 1 – 6 Lesson Overview

Instructional Planner

Relationships, Health, Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Welcome to school	People who care for us	Healthy Friendships	Our Health	We all have feelings	Managing our time safely online: Jessie & Friends 1 Watching videos
	Emergencies and getting help	Rights Responsibilities and respect	Our bodies and boundaries – NSPCC PANTS	Healthy Food Choices	Good and not so good feelings	
Year 2	Respecting Uniqueness	Everyday Safety	Learning About Work	Sharing photos online: Jessie & Friends Sharing pictures 2	Jessie & Friends Playing games 2	Keeping Our Teeth Clean
	Our communities	Basic First Aid	Horrible Hands	Online Interactions and information sharing: Jessie & Friends Playing games 1	Big Feelings	
Year 3	World of Work	Road Safety	Physical Activity	The internet and everyday life. Turn off Let's Play	Expressing Feelings	Sun safety
	Spending and Saving Money	Teamwork Skills	Everyday drugs	Everyday feelings	Strategies to support wellbeing	
Year 4	What makes a good friend	Resolving conflict and managing pressure	Money choices	Safely enjoying the online world. Play, like, share 1 – Alfie	Play, like, share 3 – Fans	The environment
	Respecting Others	Everyday safety and basic First Aid	Volunteering and citizenship	Keeping personal information private. Play, like, share 2 – Magnus	Managing Feelings	
Year 5	A diverse community	Illness	Puberty 1 – bodies and reproduction	Online content	Mental health and keeping well	Risk & peer pressure
	Respectful relationships	Nutrition & healthy eating	Puberty 2 – body changes	Online contact	Managing challenge and change	
Year 6	Different types of families	Keeping your body safe 1	Spending decisions	Online friendships and keeping safe. Share Aware 1- Alex	Social Media	Changing schools
	Healthy / harmful relationships	Consent - Keeping your body safe 2	Exploring risk in relation to gambling	Skills for using the internet safely. Share Aware 2 – Lucy	Feelings and common anxieties when changing schools	



Relationship and Sex Education (RSE) KEY STAGE 1 - Topics covered

LESSON THEME	At the end of this lesson children will:
Male and female	<ul style="list-style-type: none"> • be able to name the main external parts of the body • understand the difference between male and female, learn the agreed names of the sexual parts • understand that all babies, human and animal, have mothers and fathers
Growing and changing	<ul style="list-style-type: none"> • understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults
Similarities and Differences	<ul style="list-style-type: none"> • recognise similarities and differences between themselves and others • learn that their actions have an impact on other people • be able to identify ways in which they are special
Feelings	<ul style="list-style-type: none"> • be able to recognise, name and deal with their feelings in a positive way • be able to share their feelings with others and realise that others have similar feelings • be able to think about themselves and recognise what they are good at
Keeping safe	<ul style="list-style-type: none"> • be able to recognise safe and unsafe situations • be able to recognise the physical signs of feeling unsafe • know some basic rules for keeping themselves safe
Keeping yourself clean and healthy	<ul style="list-style-type: none"> • know and understand basic rules for keeping clean and healthy • understand that they have some control over the choices they make about looking after their body
Someone to talk to	<ul style="list-style-type: none"> • be able to identify and talk with someone they trust
Friends	<ul style="list-style-type: none"> • be able to make a friend, talk with them and share feelings • understand how their feelings and actions have an impact on other people
Families of all kinds	<ul style="list-style-type: none"> • know and understand why families are special for caring and sharing • understand how their feelings and actions have an impact on other people
Choices and consequences	<ul style="list-style-type: none"> • be aware that their feelings and actions have an impact on others • understand that they have some control over their actions
Gender stereotypes	<ul style="list-style-type: none"> • recall the physical differences between boys and girls • be able to think about other 'differences' between girls and boys and where these (stereotypes) come from • begin to question whether children have to conform to gender stereotypes

How topics are introduced over Key Stage 1

YEAR GROUP	LESSONS RECAPPED ON AND TAUGHT
R	Male and female, Keeping safe, Choices and consequences
YR1	RECAP on Male and female, Keeping safe, Choices and consequences LESSONS TAUGHT Growing and changing, Similarities and differences, Feelings
YR2	RECAP on Male and female, Keeping safe, Choices and consequences LESSONS TAUGHT Keeping yourself clean and healthy, Someone to talk to, Friends, Families of all kinds, Gender stereotypes



Relationship and Sex Education (RSE) Key Stage 2– Topics covered

LESSON THEME	By the end of this lesson children will:
Male and female	<ul style="list-style-type: none"> • be able to identify parts of the reproductive system in males and females and describe their functions • have considered appropriate terminology for use in different contexts
Reproduction and birth	<ul style="list-style-type: none"> • know and understand about the processes of reproduction and birth as part of the human life cycle • understand what babies need in order to be happy and healthy • understand the demands of looking after a baby • think about how they can help care for babies and young children they know
Growing and changing: puberty	<ul style="list-style-type: none"> • know and understand about the physical changes that take place at puberty • recognise and understand changing emotions as they grow up
Similarities and differences	<ul style="list-style-type: none"> • be able to respect other people’s viewpoints and beliefs • be able to see things from other people’s viewpoints • have considered why being different can provoke bullying and why this is unacceptable • be able to express opinions for example about relationships and bullying
Feelings	<ul style="list-style-type: none"> • recognise changing emotions with friends and family and be able to express their feelings positively • be self-confident in a range of situations • recognise their own worth and identify positive things about themselves • be able to balance the stresses of life in order to promote both their own mental health well-being and that of others
Keeping safe	<ul style="list-style-type: none"> • know and understand about keeping themselves safe when involved with risky activities • recognise the pressure of unwanted physical contact and know ways of resisting it • understand when it is appropriate to take a risk and when to say no and seek help
Keeping yourself clean and healthy	<ul style="list-style-type: none"> • know and understand that you have to take extra care with personal hygiene during puberty • know and understand that safe routines can stop the spread of viruses including HIV
Someone to talk to	<ul style="list-style-type: none"> • be able to listen to and support others • be able to identify adults they can trust and who they can ask for help • be able to listen to and support their friends • know where individuals, families and groups can get help
Friends	<ul style="list-style-type: none"> • be able to express opinions, for example about relationships and bullying • be self-confident in a wide range of situations, such as seeking new friends • manage friendship problems • understand about different forms of bullying and the feelings of both bullies and victims
Families of all kinds	<ul style="list-style-type: none"> • be able to recognise their changing emotions towards their families • be able to see things from other people’s viewpoints, for example their parents’ and carers’ • know and understand about the many relationships in which they are all involved • have considered the need for trust and love in established relationships • know and understand about, and accept, a wide range of different and diverse family arrangements e.g married, divorced or separated parents, second marriages, fostering, extended families, same sex parents, and three or more generations living together



	<ul style="list-style-type: none"> • have considered how separation and loss affect people in the family
Choices and Consequences	<ul style="list-style-type: none"> • be able to form opinions which they can articulate to a variety of audiences • be able to discuss moral questions • know and understand that their actions have consequences and be able to anticipate the results of them • understand and be able to resist peer and media pressure
Gender and sexuality	<ul style="list-style-type: none"> • be able to recognise and challenge gender stereotypes • have considered why being different can provoke bullying and why this is unacceptable • understand how the media impact of forming attitudes

How topics are introduced over Key Stage 1

YEAR GROUP	LESSON RECAPPED ON AND TAUGHT
YR3	RECAP ON FROM KS1 LESSONS Male and female LESSONS TAUGHT Male and female (KS2), Keeping safe
YR4	RECAP ON Keeping safe LESSONS TAUGHT Growing and changing: Puberty, Similarities and differences, Feelings,
YR5	RECAP ON Growing and changing: Puberty, Keeping safe LESSONS TAUGHT Reproduction and birth, Keeping yourself clean and healthy, Someone to talk to, Friends
YR6	RECAP ON Male and female LESSONS TAUGHT Reproduction and birth, Growing and changing: Puberty, Keeping Safe, Keeping yourself clean and healthy, Families of all kinds, Choices and consequences, Gender and sexuality.

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE and 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 [nonstatutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.



Pupils

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

RSE lesson coverage is sent out to parents in the Summer Term. This will inform parents as to the Lesson Themes being taught and the outcomes of the lesson.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are trained on the delivery of PSHE and RSE and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.



Monitoring arrangements

The delivery of RSE and PSHE is monitored by Nicola Donnithorne (leader) through: Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the Curriculum Committee, Governing body and Headteacher.