

UPHOLLAND ROBY MILL PRIMARY SCHOOL



RSE/ PSHE Policy

January 2022

Purpose

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

At Roby Mill Primary School, we are determined to make every child's life here a rich and rewarding experience so they leave with a love of learning, high self-esteem, pride in their success and ready to enjoy the challenges of life. We believe that young people have an entitlement to be prepared for their world, not ours.

A key part of preparing our children for adulthood relates to relationships and health education, which must be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed choices about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Organisation of the Curriculum

Every primary school is required to deliver statutory relationships and health education.

For the purpose of this policy, 'relationships and sex education' is defined as teaching pupils about health, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as aspects of sex education outlined in the science curriculum.

For the purpose of this policy, 'health education' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of relationships and health education coincide with one another and will be delivered as part of the school's PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of our teachers, pupils and parents.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher
- Phoning the school

The school has organised a curriculum that is age appropriate for pupils within each year group, based on the views of teachers, pupils and parents. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

To ensure our pupils get the very best teaching in these areas we have chosen to use an award-winning resource '1decision'. 1decision is part of Headway Education and has been kitemarked by the PSHE Association as being a quality assured product. The 1decision resources have been developed over the past seven years and each module has been created by PSHE and Safeguarding experts together with schools, and most importantly children. As a school we are proud to say we will be using these resources and you may like to find out more about them by visiting their website:

www.1decision.co.uk

The PHSE curriculum is taught as a discrete subject and also through our broad and balanced curriculum. Many areas of the PSHE aspects of learning are also covered in a cross curricular way. Examples include human body parts in science, health and wellbeing in PE sessions, mental health issues in History, economics in Maths, online safety in Computing and mindfulness times.

At Roby Mill, we also deliver a KidSafe safeguarding programme to all year groups. This covers many aspects of the PSHE curriculum and is delivered by Mrs J. Lawson, who receives annual training.

Sex Education

All pupils must be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the science curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum.

If a child asks a question that does not relate to the topics above, teachers will explain that the child should consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

In some cases, a question or request for advice may indicate the pupil to be a risk or in danger, in which appropriate action will be taken in accordance with the school's written policy and procedure for child protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Curriculum Coverage

The PSHE curriculum is based on three main themes:

- Health and well-being
- Relationships
- Living in the wider world

We cover all aspects of the curriculum on a two-year cycle.

PSHE Long Term Plan KS1

Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kidsafe	<u>Fire Safety</u> Hoax calling Petty Arson Texting whilst driving Visiting the Fire station	<u>Feelings and Emotions</u> Baseline assessment Jealousy Anger Worry Summative assessment	<u>Relationships</u> Baseline assessment Bullying Body language Friendships Summative assessment	<u>Keeping/ Staying Safe</u> Baseline assessment Road safety Leaning out of windows Staying safe Tying shoelaces Summative assessment	<u>Our World</u> Growing, living, working and looking after our world.
Cycle B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kidsafe	<u>Being Responsible</u> Baseline Assessment Water spillage Practice makes perfect Helping someone in need Stealing Summative assessment	<u>Computer Safety</u> Baseline assessment Online bullying Image sharing Making friends online Summative assessment	<u>Hazard Watch</u> Baseline assessment Is it safe to eat or drink? Is it safe to play with? Summative assessment	<u>Keeping/ Staying Healthy</u> Baseline assessment Healthy eating Washing hands Washing teeth Medicine Summative assessment	

PSHE Long Term Plan KS2

Cycle A and C						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Mental Health Kidsafe	<u>The Working World</u> Baseline assessment Chores at home	<u>A World Without Judgement</u> Baseline assessment Breaking down barriers	Cyber bullying Kidsafe	<u>Being Responsible</u> Baseline Assessment Coming home on time	Kidsafe First Aid day
Year 5/6		Enterprise In-App purchases Summative assessment	British Values Summative assessment		Looking out for others Stealing Summative assessment	Growing and Changing with Year 6 First Aid day
Cycle B and D						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<u>Feelings and Emotions</u> Baseline assessment Jealousy	Mental Health Kidsafe	Cyber bullying Kidsafe <u>Computer Safety</u> Baseline assessment Online bullying	<u>Keeping/Staying Healthy</u> Baseline assessment Healthy living	<u>Keeping/Staying Safe</u> Baseline assessment Cycle safety	Kidsafe First Aid day
Year 5/6	Anger Worry Summative assessment		Image sharing Making friends online Summative assessment	Smoking Alcohol Summative assessment	Peer pressure Water safety Summative assessment	Growing and Changing with Year 6 First Aid day

Relationships Education Overview

Families and people who care for me

The Department for Education outlines that by the end of primary school, children will know:

- That families are important for them 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 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

The Department for Education outlines that by the end of primary school, children will 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, but 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.
- How to manage conflict
- How to manage different situations and how to seek help from others if needed.

Respectful Relationships

The Department for Education outlines that by the end of primary school, children will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

The Department for Education outlines that by the end of primary school, children will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise risks, harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

The Department for Education outlines that by the end of primary school, children will know:

- 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.
- 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) who 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 and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Health Education Overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental Wellbeing

The Department for Education outlines that by the end of primary school, children will 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about their own or some else's mental wellbeing or ability to control their emotions (including issues arising online)
- That it is common to experience mental ill health and, for the 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

The Department for Education outlines that by the end of primary school, children will 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

The Department for Education outlines that by the end of primary school, children will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy Eating

The Department for Education outlines that by the end of primary school, children will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs, Alcohol and Tobacco

The Department for Education outlines that by the end of primary school, children will know:

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

Health and Prevention

The Department for Education outlines that by the end of primary school, children will 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

The Department for Education outlines that by the end of primary school, children will 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 Bodies

The Department for Education outlines that by the end of primary school, children will 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 and key facts relating to the menstrual cycle.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education or the statutory elements of the science curriculum.

Training

PSHE is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school such as the school nurse to provide support and training to staff teaching RSE.

Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights regarding child withdrawal from lessons.
- Making sure the subjects are resources, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that the religious ethos of the school is maintained and developed through the subjects.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal from parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing the policy on an annual basis.

The relationships, sex and health education subject leader (PSHE Leader) is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subject through teaching observations, book scrutinies, learning walks and subject moderation and providing reports to the Headteacher/ Governing Board.

Teachers delivering the PSHE curriculum are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Teaching in line with the Church of England foundation of the school
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils are responsible for:

- Engaging fully in PSHE, and when discussing issues related to PSHE, treat others with respect and sensitivity.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that people with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behavioural policy, as well as a child protection and safeguarding policy, which set out expectations of pupils.