

Leamington Community Primary School
'Together we make a Difference'



PSHE/RSE Policy

Issued: February 2020
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**Leamington
Values**



Friendship



Respect



Honesty



Determination



Courage

Leamington Community Primary School: PSHE/RSE Policy

1. Aims

The aims of Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at Leamington Primary School are to:

- 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
- Nurture and support the spiritual, moral, social and cultural (SMSC) development of the pupils
- Promote fundamental British values
- Support pupils to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens.

2. 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 Leamington Community Primary School, we teach RSE as set out in this policy.

3. Definition

PSHE is about promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity*. RSE involves a combination of sharing information, and exploring issues and values. The teaching of PSHE/RSE at Leamington Community Primary School, aims to prepare pupils for the opportunities, responsibilities and experiences of later life.

***RSE is not about the promotion of sexual activity.**

4. Curriculum

We have developed the curriculum (see our curriculum map in *Appendix 1*) in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask

questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education (Y5/Y6) will focus on:

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

For more information about our curriculum, see our curriculum map in *Appendix 1*.

5. Delivery of PSHE/RSE

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).

Pupils also receive stand-alone sex education sessions when they reach Year 5 and Year 6. Parents/carers will be informed of this and invited into school to view the resources that will be used. Parents are able to withdraw their child from sex education, if they wish.

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.

For more information about our RSE curriculum, see *Appendices 1 and 2*.

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).

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body will approve the PSHE/RSE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way
- Modelling positive attitudes to PSHE/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

All class teachers will be responsible for teaching PSHE/RSE lessons, with Year 5/6 teachers also teaching sex education.

6.4 Pupils

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

7. 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/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in *Appendix 3* of this policy and addressed to the headteacher.

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

8. Training

Staff are trained on the delivery of PSHE/RSE as part of our continuing professional development process.

The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE/RSE, where necessary.

9. Monitoring arrangements

The delivery of PSHE/RSE is monitored by the subject leader (Rachel Mellor) through the school's evidence gathering process.

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

This policy will be reviewed annually by the subject leader (Rachel Mellor). At every review, the policy will be approved by the Governing Body. The named Governor for PSHE/RSE is Mrs. Alma Shaw.

10. Safeguarding

If any safeguarding concerns arise during the teaching of PSHE/RSE, all staff will follow the school's safeguarding procedures, as outlined in the school's Child Protection and Safeguarding Policy.

Safeguarding roles and responsibilities:

The Head Teacher is: Mr. Paul Vine

The Chair of Governors is: Mr. Pat Monaghan

The Designated Safeguarding Lead for Child Protection is: Mrs. Iris Kelleher

The Deputy Designated Safeguarding Lead is: Mrs. Rachel Mellor

The nominated Safeguarding / Child Protection Governor is: Mrs. Alma Shaw

The nominated governor for dealing with allegations against the Head Teacher is: Mr. Pat Monaghan

11. Policy Availability

This policy is available in a variety of formats and can be requested at the school office. It is also available on the school website: www.learningtonprimary.com



Appendix 1: PSHE Curriculum Overview



	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<i>Puzzle Outcome:</i> <i>Learning Charter</i>	<i>Puzzle Outcome:</i> <i>Paper Chains</i>	<i>Puzzle Outcome:</i> <i>Footprint awards</i>	<i>Puzzle Outcome:</i> <i>Bedtime</i>	<i>Puzzle Outcome:</i> <i>Relationship fiesta</i>	<i>Puzzle Outcome:</i> <i>Fruit mobiles</i>
	<ul style="list-style-type: none"> - Who ...me? - How am I feeling today? - Being at our school - Gentle hands - Our rights - Our responsibilities 	<ul style="list-style-type: none"> - What I am good at - I'm special, I'm me! - Families - Houses and homes - Making friends - Standing up for yourself 	<ul style="list-style-type: none"> - Challenge - Never giving up - Setting a goal - Obstacles and support - Flight to the future - Award ceremony 	<ul style="list-style-type: none"> - Everybody's body - We like to move it, move it! - Food glorious food - Sweet dreams - Keeping clean - Stranger danger 	<ul style="list-style-type: none"> - My family and me! - Make friends, make friends, never ever break friends! - Falling out and bullying - Being the best friends we can be 	<ul style="list-style-type: none"> - My body - Respecting my Body - Growing up - Growth and change - Fun and fears - Celebration
Year 1	<i>Puzzle Outcome:</i> <i>Learning Charter</i>	<i>Puzzle Outcome:</i> <i>Gingerbread people display</i>	<i>Puzzle Outcome:</i> <i>Stretchy flowers and dream wellies</i>	<i>Puzzle Outcome:</i> <i>Keeping clean and healthy</i>	<i>Puzzle Outcome:</i> <i>Colours of friendship dance</i>	<i>Puzzle Outcome:</i> <i>Flowers of change</i>
	<ul style="list-style-type: none"> - Special and safe - My class - Rights and responsibilities - Rewards and feeling proud - Consequences - Our learning charter 	<ul style="list-style-type: none"> - The same as ... - Different from ... - What is bullying? - What do I do about bullying? - Making new friends - Celebrating difference, celebrating me 	<ul style="list-style-type: none"> - My treasure chest of success - Steps to goals - Achieving together - Stretchy learning - Overcoming obstacles - Celebrating my success 	<ul style="list-style-type: none"> - Being healthy - Healthy choices - Clean and healthy - Medicine safety - Road safety - Happy, healthy me 	<ul style="list-style-type: none"> - Families - Making friends - Greetings - People who help us - Being my own best friend - Celebrating my special relationships 	<ul style="list-style-type: none"> - Life cycles - Changing me - My changing body - Boys' and girls' bodies - Learning and growing - Coping with changes

Year 2	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Trophy of celebration</i>	Puzzle Outcome: <i>Dream birds</i>	Puzzle Outcome: <i>The 'Healthy Me' Café</i>	Puzzle Outcome: <i>Compliment bunting</i>	Puzzle Outcome: <i>Leaf mobiles</i>
	<ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Boys and girls - Why does bullying happen? - Standing up for myself and others - Making a new friend - Celebrating difference and still being friends 	<ul style="list-style-type: none"> - Goals to success - My learning strengths - Learning with others - A group challenge - Celebrating our achievement 	<ul style="list-style-type: none"> - Being healthy - Being relaxed - Medicine safety - Healthy eating - The healthy me café 	<ul style="list-style-type: none"> - Families - Keeping safe: physical contact - Friends and conflict - Secrets - Trust and appreciation - Celebrating my special relationships 	<ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - The changing me - Boys' and girls' bodies - Assertiveness - Looking ahead
Year 3	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Compliment kites</i>	Puzzle Outcome: <i>Window box and garden decorations</i>	Puzzle Outcome: <i>Keeping safe</i>	Puzzle Outcome: <i>Appreciation streamers and films</i>	Puzzle Outcome: <i>Ribbons of change mobiles</i>
	<ul style="list-style-type: none"> - Getting to know each other - Our nightmare school - Our dream school - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Families - Family conflict - Witness and feelings - Witness and solutions - Words that harm - Celebrating difference: compliments 	<ul style="list-style-type: none"> - Dreams and goals - My dreams and ambitions - A new challenge - Overcoming obstacles - Celebrating my learning 	<ul style="list-style-type: none"> - Being fit and healthy - What do I know about drugs? - Being safe - Being safe at home - My amazing body 	<ul style="list-style-type: none"> - Family roles and responsibilities - Friendship - Keeping myself safe - Being a global citizen - Celebrating my web of relationships 	<ul style="list-style-type: none"> - How babies grow - Babies - Family stereotypes - Looking ahead

Year 4	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Picture frames</i>	Puzzle Outcome: <i>Dream mobiles and garden decorations</i>	Puzzle Outcome: <i>Healthy friendships</i>	Puzzle Outcome: <i>Fabric collage - 'Our special relationships'</i>	Puzzle Outcome: <i>Circles of change</i>
	<ul style="list-style-type: none"> - Becoming a class team - Being a school citizen - Rights, responsibilities and democracy - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Judging by appearances - Understanding influences - Understanding bullying - Problem-solving - Special me - Celebrating difference: how we look 	<ul style="list-style-type: none"> - Hopes and dreams - Broken dreams - Overcoming disappointment - Creating new dreams - Achieving goals - We did it! 	<ul style="list-style-type: none"> - My friends and me - Group dynamics - Smoking - Alcohol - Healthy friendships - Celebrating my inner strength and assertiveness 	<ul style="list-style-type: none"> - Relationship web - Love and loss - Memories - Are animals special? - Special pets - Celebrating my relationships with people and animals 	<ul style="list-style-type: none"> - Unique me - Circles of change - Accepting change - Looking ahead
Year 5	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Culture displays</i>	Puzzle Outcome: <i>Dream tree and fundraising event</i>	Puzzle Outcome: <i>Recipe cards for a healthy body image</i>	Puzzle Outcome: <i>Internet Safety Posters</i>	Puzzle Outcome: <i>Change cards-being a teenager</i>
	<ul style="list-style-type: none"> - My year ahead - Being me in Britain - Year 5 responsibilities - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Different cultures - Racism - Rumours and name-calling - Types of bullying - Does money matter? - Celebrating difference across the world 	<ul style="list-style-type: none"> - When I grow up: my dream lifestyle - Investigate jobs and careers - My dream job - Dreams and goals of young people in other cultures - How can we support each other - Rallying support 	<ul style="list-style-type: none"> - Smoking - Alcohol - Emergency aid - Body image - My relationship with food - Healthy me 	<ul style="list-style-type: none"> - Recognising me - Getting and falling out - Girlfriends and boyfriends - Relationships and technology - 	<ul style="list-style-type: none"> - Self and body image - Puberty for girls - Puberty for boys - Looking ahead - Looking ahead to Year 6

Year 6	<i>Puzzle Outcome:</i> Learning Charter	<i>Puzzle Outcome:</i> Admiration accolades	<i>Puzzle Outcome:</i> Totem pole and fundraising event	<i>Puzzle Outcome:</i> Healthy body, Healthy mind	<i>Puzzle Outcome:</i> Film clip: How to keep safe online	<i>Puzzle Outcome:</i> 'Journey T-Shirts'
	<ul style="list-style-type: none"> - My year ahead - Being a global citizen - Our learning charter 	<ul style="list-style-type: none"> - Am I normal? - Understanding disability - Power struggles - Why bully? - Celebrating difference 	<ul style="list-style-type: none"> - Personal learning goals - Steps to success - My dream for the world - Helping to make a difference - Recognising our achievements 	<ul style="list-style-type: none"> - Food - Drugs - Alcohol - Emergency aid - Emotional and mental health - Managing stress 	<ul style="list-style-type: none"> - My relationship web - Love and loss - Power and control - Being safe with technology 	<ul style="list-style-type: none"> - My self-image - Puberty - Girl talk / boy talk - Babies: conception to birth - Attraction - Transition to secondary school

Appendix 2: RSE and Health Objectives (Primary)

TOPIC	PUPILS SHOULD KNOW
Relationships Education:	
Families and people who care about me	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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
Respectful relationships	<ul style="list-style-type: none"> ▪ 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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
Sex Education (Y5/6)	<ul style="list-style-type: none"> ▪ The changes that adolescence brings for boys and girls ▪ Drawing on knowledge from science lessons, how a baby is conceived and born
Health Education:	
Mental Wellbeing	<ul style="list-style-type: none"> ▪ 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, nervousness) and scale of emotions that all humans experience in relation 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, 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. ▪ Isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ▪ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> ▪ 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 and 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 and know how to recognise and display respectful behaviour online and 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, including 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	<ul style="list-style-type: none"> ▪ 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 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	<ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> ▪ 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, viruses, how they are spread and treated, and the importance of handwashing. ▪ The facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> ▪ 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 body (Y5/Y6)	<ul style="list-style-type: none"> ▪ 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 including the key facts about the menstrual cycle.

Appendix 3: Parent/carer form for withdrawal from sex education within RSE

This form will be made available for parents of Year 5 and 6 children in regards to sex education lessons. Parents/carers will have the opportunity to discuss the content of lessons and resources to be used, prior to lessons beginning. If a parent/carer wishes to withdraw their child from sex education lessons, they must complete the form below and return to school.

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Staff signature and date	