



The Mill Primary Academy

Personal, Social, Health and Economics (PSHE) and Relationships and Sex Education (RSE) Policy

Author:	TKAT (The Kemnal Academies Trust)
Approval needed by:	Local Governing Body
Consultation required	Teachers, parents and students
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Date of next school review:	July 2022

Date of next TKAT

July 2023

review:

Members of staff responsible for Personal, Social, Health and Economics education and Relationships Education and Health Education: Headteacher and PSHE and RSE lead

Statement of Intent

At The Mill, we believe Personal, Social, Health and Economics education (PSHE) is the foundation of a child's learning. It helps give children the skills and understanding they need

to be morally good, healthy and independent citizens. In addition, we provide our children with the opportunity to learn about their rights and understand how their actions affect others by offering a Rights Respecting ethos; which encompasses experience of diversity and our changing society. To support this we have an inclusion and diversity lead at the school who will work alongside the lead for PSHE and RSE. PSHE is also integrated where appropriate, throughout the wider national curriculum subjects and in addition, the parts of our curriculum that are bespoke to The Mill such as: Games, Room13 and Forest school. Our children are encouraged to develop their self-worth by playing a positive role in contributing to school life and the wider community, for example, becoming play leaders, young interpreters, a member of our Room 13 committee or being a part of the smart school council as some examples.

Our policy for PSHE and RSE has been written using recommendations from PSHE Association, SCARF Coram and statutory requirements from the DfE.

Guidance from the DfE 2020 states Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

Outline of the Curriculum

Organisation and delivery

From Reception to Year 2, PSHE and RSE will be taught through weekly sessions. As appropriate to the age group, these lessons might be split into shorter 3x15 minute sessions, and this will be at the year leads discretion. PSHE and RSE is also taught through the general ethos of the school, such as class meetings, assembly and through the teaching of our behaviour and conduct expectations as some examples.

From Year 3 to 6, PSHE and RSE will be taught through weekly sessions and through the general ethos of the school such as class meetings, assembly and through the teaching of our behaviour and conduct expectations as some examples.

As appropriate, teachers may teach additional sessions if they feel it would be of benefit to their classes. They would do this after discussion first with leadership.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE and RSE by making informal judgements as they observe them during lessons. We have clear expectation statements of what children will know and understand at the end of each unit, year and key stage. Assessment should also offer the children the opportunity to reflect on their own progress. Within the Early Years Foundation Stage (EYFS), PSHE objectives and outcomes might be documented using our parent-school platform 'Tapestry'. Although much of what is covered will be through our continuous provision and informal professional observations within the EYFS unit, as such, these would not necessarily be formally documented as it forms part of the teachers' holistic knowledge of each pupil.

The PSHE and RSE subject lead is responsible for monitoring the standards of children's work and the quality of teaching, much of which is through discussion. The subject leader will monitor plans and teacher evaluations in order to evaluate strengths and weaknesses in

the school's provision and indicate areas for improvement. They will also capture pupils' views on their learning and speak to pupils in small groups. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. The lead is also responsible for ensuring the school responds to any changes in current guidance, although this is predominantly led by the trust.

Lessons are designed to take approximately 30 minutes to one hour of teaching time, but teachers can extend or develop learning across more lessons if this is appropriate. It is recommended that schools timetable at least one lesson a week for each year group. We implement and repeat the following approach all year, each year to ensure coverage and progression. Each topic contains age-appropriate content that increases in complexity and maturity through the year groups, allowing pupils to build on their skills and understanding each year:

- Healthy and happy friendships: Getting along and understanding changing friendships.
- Similarities and differences: What makes each of us special and unique
- Caring and responsibility: Looking after each other in school, at home and in the community.
- Families and committed relationships: Different types of families and healthy relationships.
- Healthy bodies, healthy minds: Looking after your physical and mental health.
- Coping with change: How we change as we grow older and set goals for ourselves.

Staff Professional Development

The subject leader will support colleagues in the teaching of PSHE and RSE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school. Unit evaluations enable staff to indicate areas of professional development to the lead. A teacher's training needs are determined at personal development reviews during the performance management cycle and our bespoke coaching programme with whole school training needs planned into action plans if necessary. We also encourage peer observation and peer support within our teaching team.

Equal Opportunities

PSHE and RSE follows the schools Equality Policy and is underpinned by our equality statement:

Single Equalities Statement

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender

reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

As a school we have worked hard to ensure we deliver a diverse curriculum and children study a range of exceptional people from a wide range of backgrounds and cultures.

Relationship and Sex Education (RSE)

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at The Mill.

The Aim of RSE is to teach children about:

- The social and communication skills needed to form, and maintain, positive relationships with friends and family
- Their responsibilities within their relationships, the importance of taking responsibility for their actions and how to resolve conflict
- Respecting the views of other people and understanding that we should show respect, tolerance and kindness to others
- Respecting that other relationships and families may be different from ours and we respect another individual's choice
- The nature of long term stable relationships, including marriage, and its importance to family life
- How to keep safe - making safe choices and what to do and who to talk to if they have any worries
- Developing respect for their own bodies
- The physical development of their bodies as they go through puberty and grow into adults
- The emotional changes that can occur during puberty
- Sex education - how humans reproduce

Some aspects of RSE are explicitly taught in science, and others are taught as part of personal, social, health and economic education outlined above (PSHE). Teachers, alongside the PSHE and RSE lead, have the freedom to professionally assess what a particular group, class or cohort would benefit from in terms of additional teaching so that pupils are receiving an element of bespoke RSE teaching based on their needs. RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us, rather than it being left to their peers or the internet. Parents are invited into school to understand the purpose and content, view materials used and ask questions they may have prior to the teaching of this subject. Parents have the right to withdraw their children from all or part of the Sex Education. However, they do not have the right to withdraw their children from aspects of RSE that are taught in the National Curriculum Science or where aspects of RSE issues arise incidentally in other subjects. Likewise, parents cannot withdraw their children from the teaching of Relationships education.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or a distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage this period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, and know the children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. For the majority

of the programme, we do not separate our classes into girls and boys, as we believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. However, children are always encouraged that they can speak to a member of staff aside from the class group or via a questions box.

Monitoring and review

The implementation of the policy will be reviewed by the Headteacher in consultation with the PSHE subject leader every year. The overall policy will be reviewed by TKAT every two years.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

Sources of Further Information

This policy has drawn on:

- DfE's 'Sex and Relationship Education Guidance' (2020)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

Links to other policies

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-re-sources-guidance-documents-and-training-films> (password protected).

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>