



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

Aims

At Coleridge 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 Christopher Winter Project for RSE and Drugs/Alcohol Education. 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. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Coleridge 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
- 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 Coleridge 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 Coleridge, 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 current draft policy has been developed in consultation with staff and pupils. The School is also listening to the views of parents and carers, and following consultation, will make a reasonable decision as to how it wishes to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. Where changes are deemed appropriate, this policy will be reissued with those changes.

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. Ratification – the draft policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.
5. Parent consultation – the draft policy and schemes of work were shared with parents. An online parental survey was run to gather views on the policy and parents/carers' feedback on the school's teaching of RSE and experiences so far. Survey results were circulated to governors, SLT and RSE lead. No changes were deemed necessary to the policy itself, however, feedback on improved communications and sensitivity with regard to certain topics were taken on board for future lessons. The policy was then ratified again by Governors.

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, 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. Some biological aspects of sex education are taught within the science curriculum.

At Coleridge, we have developed our own PSHE scheme of work for Years 1-6, which incorporates the Christopher Winter Project RSE and Drugs and Alcohol lessons and resources. These lessons are based around a theme which changes half-termly.

At Coleridge, 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 Coleridge, for example, through teaching about different types of family, including those with same-sex parents.

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 Year Plan 2019-20

	Being Me	Inspiring People	Celebrating Difference	Relationships	Healthy Me	Changing Me
Year 1	<ul style="list-style-type: none"> - Understanding identity and values. - Rights and responsibilities. - NSPCC Let's talk PANTS 	<ul style="list-style-type: none"> - Overcoming challenge (<i>Giraffe's can't dance</i>). - Setting goals. - Understanding resilience. 	<ul style="list-style-type: none"> - The diversity of family. - Understanding difference (<i>Elmer</i>). 	<ul style="list-style-type: none"> - Friendship. - Identifying & coping with different feelings. - Kindness 	<ul style="list-style-type: none"> - Healthy foods. - Medicines. Healthy Living Week 	<ul style="list-style-type: none"> - Keeping clean. - Lifecycles. - Different families.
Year 2	<ul style="list-style-type: none"> - Understanding identity and values. - Knowing right from wrong. - Rights and responsibilities - NSPCC Let's talk PANTS 	<ul style="list-style-type: none"> - Mary Seacole (overcoming prejudice) 	<ul style="list-style-type: none"> - Understanding stereotypes - Celebrating identity 	<ul style="list-style-type: none"> - Friendship. - Unkindness and its effects. - How to be kind to others. 	<ul style="list-style-type: none"> - Risk and safety - Hazardous substances. Healthy Living Week 	<ul style="list-style-type: none"> - Gender stereotypes. - Difference between males and females. - Body parts.
Year 3	<ul style="list-style-type: none"> - Understanding identity and values. - Choices and consequences. - Needs vs Wants. 	<ul style="list-style-type: none"> - Ruby Bridges (heroine of school integration) - Rosa Parks (understanding racism and changing history) 	<ul style="list-style-type: none"> - Understanding stereotypes. - Gender and identity. 	<ul style="list-style-type: none"> - Bullying—identifying bullying and what to do. - Managing friendships. - Kindness 	<ul style="list-style-type: none"> - Smoking—risks and the law. - Staying Safe Healthy Living Week 	<ul style="list-style-type: none"> - Difference between males and females. - Body parts. - Appropriate touch.
Year 4	<ul style="list-style-type: none"> - Understanding identity and values. - Knowing right from wrong. - Coping with challenging feelings. 	<ul style="list-style-type: none"> - Henry Brown (<i>Henry's Freedom Box</i>) - History of slavery and racism. 	<ul style="list-style-type: none"> - Different families - Identity and self-esteem Includes workshop from Diversity Role Models. 	<ul style="list-style-type: none"> - Bullying—identifying bullying and what to do. - Managing friendships. - Kindness 	<ul style="list-style-type: none"> - Alcohol—risks, effects and the law. - Emergencies Healthy Living Week 	<ul style="list-style-type: none"> - Lifecycles. - Body parts. - Puberty.
Year 5	<ul style="list-style-type: none"> - Understanding identity and values. - Setting goals. - Rights and Responsibilities. 	<ul style="list-style-type: none"> - Everyday heroes Luz Long and Jesse Owens Martin Luther King (civil rights movement). 	<ul style="list-style-type: none"> - Challenging stereotypes. - Understanding disability. 	<ul style="list-style-type: none"> - Bullying—identifying bullying and what to do. - Managing friendships - Kindness 	<ul style="list-style-type: none"> - Legal and illegal drugs. - Attitudes to drugs. - Peer pressure. - Emergencies Healthy Living Week 	<ul style="list-style-type: none"> - Puberty—understanding changes.
Year 6	<ul style="list-style-type: none"> - Self-confidence & appearance. - Identity and pride. - Understanding feelings. 	<ul style="list-style-type: none"> - Black British football legends. - Malcolm X - Rosa Parks (revisited). 	<ul style="list-style-type: none"> Philosophy for children (P4C) sessions based on children's own questions. 	<ul style="list-style-type: none"> - Managing emotions - Managing friendships/relationships - Kindness 	<ul style="list-style-type: none"> - Cannabis—effects, risks and the law. - Managing feelings—coping with stress and anxiety. - Emergency Action Healthy Living Week 	<ul style="list-style-type: none"> - Puberty—understanding changes. - Healthy relationships. - Conception and pregnancy. - Transition and moving on.

CWP Curriculum Overview

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Reception Our Lives

- Lesson 1: **Our Day**
- Lesson 2: **Keeping Ourselves Clean**
- Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

- Lesson 1: **Keeping Clean**
- Lesson 2: **Growing and Changing**
- Lesson 3: **Families and Care**

Year 2 Differences

- Lesson 1: **Differences: Boys and Girls**
- Lesson 2: **Differences: Male and Female**
- Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: **Differences: Male and Female**
- Lesson 2: **Personal Space**
- Lesson 3: **Family Differences**

Year 4 Growing Up

- Lesson 1: **Growing and Changing**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Puberty Changes and Reproduction**

Year 5 Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **Male and Female Changes**
- Lesson 3: **Puberty and Hygiene**

Year 6 Puberty, Relationships and Reproduction

- Lesson 1: **Puberty and Reproduction**
- Lesson 2: **Understanding Relationships**
- Lesson 3: **Conception and Pregnancy**
- Lesson 4: **Communication in Relationships**

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 [non-statutory/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.

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 supporting 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 as part of their induction 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 is monitored by Lizzie Davies and Nina Grimes (leaders) 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 Child & Community Committee, governing body and headteacher.

Initial Governor approval: June 2019

Policy Date: January 2020

Final Governor Approval: May 2020

Next review date: May 2022