



# Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

## PSHE & RSE POLICY

Leverstock Green CofE (VC) Primary School

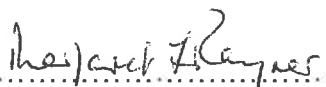
### Policy Review

This policy was agreed by the governing body on 24<sup>th</sup> May 2023

It is due for review in May 2025

Signature   
Head Teacher

Date 24/5/23

Signature 

Date 24/5/23

Chair of Governors



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## Aims

This policy sits within the Church of England's vision for education, health, sex and relationships - life in all its fullness, for pupils to flourish and gain every opportunity to live fulfilled lives.

Our Christian values underpin our ethos; every pupil is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. PSHE is an important and necessary part of all pupils' education and Relationships and Sex Education (RSE) is an integral part of that rather than a subject in its own right.

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development and citizenship as well as their physical and mental health and emotional wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

RSE is the emotional, social and cultural development of pupils and involves learning about healthy lifestyles, relationships, family life, human development, human sexuality, sexual health, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

Sex education is not compulsory in primary schools, however we feel that it is necessary to meet the needs of our pupils as they mature and prepare for transition to secondary education. This is in addition to the compulsory elements of health education which are covered within the statutory Science Curriculum which covers basic human biology.

We want our pupils to grow and develop to be happy, healthy and safe, able to manage challenges and opportunities of the modern world and to prepare them for successful adult life and work. We are committed to delivering a planned programme of learning to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future.

As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. We want our pupils to learn to understand and respect diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. The aims of RSE at our school are to:

- teach pupils the correct vocabulary to describe themselves and their bodies and describe how their bodies work
- prepare pupils for puberty and give them an understanding of sexual development and the importance of good health and hygiene
- provide a framework in which sensitive discussions can take place
- develop pupils' confidence in talking, listening and thinking about feelings and relationships supporting their physical and emotional development
- help pupils understand more about the range of relationships, including the nature and importance of family for the care and support of children



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- create a positive culture around issues of sexuality and relationships preparing them for the responsibilities and experiences of adult life
- develop pupils' feelings of trust, empathy and self-esteem to value themselves and others
- promote respect for their own and other people's bodies
- help pupils understand how their actions can impact on the health, wellbeing and safety of themselves and others
- ensure pupils recognise unsafe situations and be able to protect themselves and know how and where to ask for help and support
- help pupils learn how to keep themselves safe when using the internet and other forms of technology and to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others
- help pupils understand the way in which advertising and the media plays a part in forming attitudes including influencing their views about sexuality

### **Statutory requirements**

The National Curriculum (2014) outlines that PSHE is a non-statutory subject however we regard PSHE as an important, integral component of the whole curriculum. Children's wellbeing, happiness and safety are our first priority. PSHE is at the centre of all that we do; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- promotes spiritual, moral, cultural, mental and physical development
- promotes self-esteem, mental health and emotional well-being and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others
- provides information about keeping healthy and safe, emotionally and physically
- prepares our children for the opportunities, responsibilities and experiences they already face and for adult life

Previous guidance on RSA was published in 2000 and therefore no longer reflects the world in which we live.

Under the Children and Social Work Act 2017, Relationships Education was made statutory in all primary schools.

Primary Schools are not required to provide sex education but must teach the elements of sex education contained within the Science Curriculum.

The new requirements effective from September 2020 have been set by the Department for Education and are outlined in this policy. The guidance explains that Relationships and Health Education are statutory requirements.



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## **Policy development and Consultation**

Based on the new requirements published by the DfE (2020), the school took the following steps to engage and consult with all stake holders:

- Review –PSHE Leader attended training and read all relevant information including national and local guidance.
- Staff consultation – the Senior Leadership Team and upper key stage 2 staff were given the opportunity to look at the policy proposal and make recommendations. More recently, we have purchased the Kapow scheme. This follows the same principles as the previous framework but provides staff with high quality resources and more support.
- Parent and governor consultation – the initial proposal was presented to and discussed at the Parent Forum which was also attended by the Chair of Governors and PSHE link governor.
- Pupil consultation –pupils were asked what they wanted from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Curriculum**

We have developed the RSE curriculum in consultation with staff, parents and pupils taking into account the age, needs and feelings of pupils.

Our PSHE including RSE curriculum is set out in Appendix 1. We have chosen to follow the condensed version of the Kapow PSHE curriculum. Teachers have the flexibility to explore the other lessons not outlined in the condensed version where appropriate for their class. Therefore, the condensed version provides essential components that must be taught in PSHE lessons at Leverstock Green CE Primary School.

It is important to note that different parts of Relationships and Health education are taught across the curriculum in other subjects areas such as Computing, Science, PE and through enrichment activities.

## **Computing Curriculum**

Links are made to the Computing Curriculum as pupils need to practice safe use of the internet including understanding the risks to their emotional and physical wellbeing, their safety and their reputation from sharing personal information, social networking and sharing and downloading images.

## **Science Curriculum**

It is a statutory requirement for all pupils to be taught human biology and reproduction within the Science Curriculum.

Correct biological names for parts of the body are always used once understanding has been clarified.

Early Years Foundation Stage pupils learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.



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In Key Stage 1 pupils learn:

- that animals including humans, move, feed, grow, use their senses and reproduce
- that humans and animals can reproduce offspring and these grow into adults
- to recognise similarities and differences between themselves and others
- to recognise and compare the main external parts of the bodies of humans

In Key Stage 2 pupils learn:

- that life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

## **RSE Programme**

RSE is lifelong learning covering the emotional, social and physical aspects of growing up. It is intended to equip our pupils with information, knowledge, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality, to take responsibility of their health and wellbeing and to make informed decisions understanding how actions impact on health, safety and wellbeing.

In RSE we teach the pupils:

### **Health education**

- mental wellbeing
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- the changing adolescent body including hygiene, physical and sexual development, growth and change, puberty, menstruation, human reproduction, pregnancy and childbirth
- internet safety and harms

### **Personal and social development and relationships**

- the importance of family life
- relationships with family and friends
- self-esteem
- emotional development
- gender roles and non-tolerance of stereotyping and homophobia



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- gender equality in line with the Equality Act 2000
- bullying and hate crime
- gang exploitation and honour-based violence

## **Sex education**

- respect for their own bodies
- the importance of sexual activity as part of a committed, long-term, loving relationship
- contraception and that not all pregnancies continue
- sexual health
- understanding consent
- pornography and sexting
- what do if they are worried about any sexual matters, including abuse

This programme does not include teaching about forced marriage or female genital mutilation (FGM)

As a Church of England school, we teach within our framework of Christian values; love, respect and forgiveness. Whilst we use RSE to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows pupils to ask and explore moral questions.

## **Delivery of RSE**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

The key themes are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

It encompasses the core values of:

- the importance of stable, secure and safe loving relationships for the range of different family structures
- respect for all
- rights, responsibilities and the law



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- equality
- acceptance of diversity
- kindness
- generosity
- honesty

See Appendix 2 for what all pupils should know by the end of primary school.

Pupils receive discrete sex education sessions delivered by the experienced and confident upper key stage 2 staff.

In Year 5 and 6 there is a particular emphasis on RSE, as many pupils experience puberty at this age. Pupils are taught about the parts of the body and how they work. They are introduced to the correct terminology throughout the programme of sex education as it is important to clarify acceptable and unacceptable vocabulary. By the end of Key Stage 2, both boys and girls will know what will happen to their bodies during puberty, what menstruation is, how it affects women and how babies are conceived and born.

Whole class sessions as well as smaller single sex groups, where appropriate, are delivered within an atmosphere of trust, safety, responsibility and respect where issues can be discussed without embarrassment or threat but with due regard to age, physical and emotional maturity of the pupils and spiritual, religious, social, moral and cultural backgrounds. Pupils with special educational needs are given the opportunity to fully participate in RSE lessons, with a differentiated programme provided where necessary, to ensure that all pupils gain a full understanding. Pupils are provided with opportunities for reflection. Teachers answer questions sensitively, openly, clearly and impartially. They will ensure that meaningful, honest, factually accurate and balanced information is provided so pupils are fully informed and less likely to seek answers online. Questions which teachers feel uncertain about answering will be referred back to parents.

RSE is also taught through other subject areas such as Science, RE and PE as they contribute significantly to a child's knowledge and understanding of their own body and how it is changing and developing. Linked with RE, pupils reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground.



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## **Roles and responsibilities**

### **The governing body**

The governing body will approve the RSE policy and expect the Headteacher to report on its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently and effectively across the school and for managing requests to withdraw pupils from the non-statutory elements of RSE.

### **Staff**

Staff are responsible for:

- delivering RSE in a sensitive, child friendly way
- being mindful and aware of children who may be experiencing gender dysphoria
- ensuring that pupils learn about diversity with relationships
- following school procedures in managing any disclosures or safeguarding concerns should they arise
- modelling positive attitudes to RSE
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory elements of RSE
- monitoring progress

Staff do not have the right to opt out of teaching RSE; anyone who has concerns are requested to discuss this with the Headteacher or the PSHE Leader.

### **Pupils**

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

### **Parents' right to withdraw**

The school recognises the primary role in a pupil's RSE lies with parents. We wish to foster a positive and supporting partnership with the parents of pupils at our school through mutual understanding, trust and co-operation. Parents do not have the right to withdraw their pupils from relationships education; they only have the right to withdraw their child from those non-statutory aspects of sex education not included within the Science Curriculum, relationships or health education however this rarely happens as parents recognise the importance of this aspect of their child's education. Puberty is covered in Year 5 and revisited in Year 6. Additional content is taught in Year 6 as part of Sex Education. Non-Statutory content is marked with an asterisk on the curriculum overview (Appendix i).

Parents will receive further information about this content and the opportunity to discuss this further with a member of the Senior Leadership Team in advance of the planned delivery. Each year, the PSHE leader will write to parents/carers of Year 5 and 6 informing them about the upcoming curriculum, share the learning outcomes and invite them to view the materials before the lessons are taught. Much of the puberty content will be supplemented from other, high quality resources such as the online resource 'Help, I'm Hairy'. *This resource* uses narration, animation, short comic sketches, fact files, helpful advice from a health professional and Year 6-11 students to talk to young





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people understand what happens physically and emotionally during puberty. Any other material to support the teaching and learning of puberty and sex education will be from reputable and age appropriate sources.

Any queries regarding resources should be directed to the PSHE Leader.

Parents considering withdrawal are invited to meet the Headteacher and/or PSHE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

Where pupils are withdrawn from sex education, they will receive appropriate, purposeful work linked to the PSHE programme.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development.

The Headteacher or PSHE Leader will also invite visitors from outside the school; for example, the school nurse, No Outsiders, paediatric first aid providers and the NSPCC to provide additional support and training to staff teaching RSE.

### **Assessment**

Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Pupils will be encouraged to talk about and reflect on their own experiences.

For the Early Years Foundation Stage, evidence of learning will be in the pupil's Learning Journal on Tapestry.

General comments about PSHE will be included in annual reports to parents.

### **Monitoring and Evaluation**

The PSHE Leader will monitor delivery of RSE through discussion with teaching staff and observation to ensure consistent and coherent curriculum provision.

This policy will be reviewed by the PSHE Leader in consultation with the link governor every 2 years taking account of any feedback from pupils, parents and staff and will be approved by the Governing Body



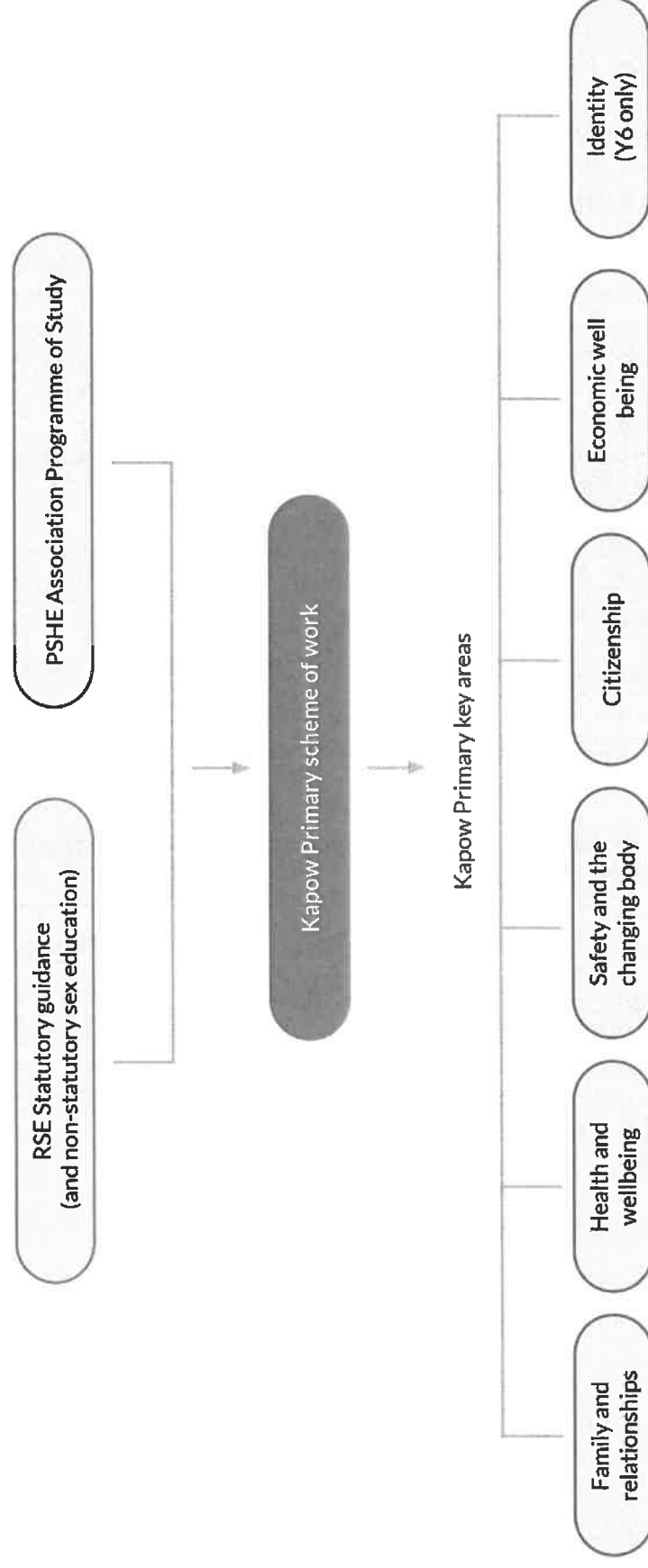
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## Appendix i

The full document detailing progression of skills and knowledge is held by the PSHE lead due to copyright reasons. Please see the subject leader if more detail is required.

How the Kapow Primary RSE & PSHE Scheme of Work is organised:





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Long term plan/Overview (EYFS)				
Reception	Self-regulation	Building relationships	Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions	Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races
				My wellbeing L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily

Long Term Plan/Overview (Y1-6)					
	Introductory Lesson	Family and Friendships	Health and Wellbeing	Safety and the Changing Body	Citizenship
Year 1	Setting ground rules for PSHE & RSE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Health Friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside of school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different
					Economic wellbeing L1 Introduction to money L4 Saving and Spending
					Transition L1 Strengths and transition
					Identity



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Year 2		<p>L2 Families are all different</p> <p>L4 Unhappy friendships</p> <p>L5 Introduction to manners and courtesy</p> <p>L6 Change and loss</p> <p>L7 Gender stereotypes: Change and jobs</p>	<p>L1 Experiencing different emotions</p> <p>L5 Developing a growth mind-set</p> <p>L6 Healthy Diet</p> <p>L7 Looking after our teeth</p>	<p>L2 Communicating online</p> <p>L3 Secrets and surprises</p> <p>L4 Appropriate contact: My private parts are private</p> <p>L8 Staying safe with medicine</p>	<p>L1 Rules beyond school</p> <p>L5 Similar yet different- my local community</p> <p>L7 Giving my opinion</p>	<p>L3 Wants and Needs</p> <p>L4 Looking after money</p>	<p>L1 Looking forward, sharing worries</p>	
Year 3		<p>L1 Healthy Relationships</p> <p>L2 Friendship conflicts</p> <p>L3 Friendship: conflict vs bullying</p> <p>L5 Learning who to trust</p> <p>L6 Respecting</p>	<p>L1 My healthy diary</p> <p>L3 Health and wellbeing</p> <p>L5 Resilience: breaking down barriers</p> <p>L6: Diet and dental health</p>	<p>L1 First Aid: emergencies and calling for help</p> <p>L4 Cyberbullying</p> <p>L7 Influences</p> <p>L8 Keeping safe out and about</p>	<p>L1 Rights of the child</p> <p>L5 Charity</p> <p>L6 Democracy</p>	<p>L1 Ways of paying</p> <p>L5 Jobs and careers</p>	<p>L1 Coping strategies</p>	



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	Race and religion	L1 Respectful relationships L2 Challenging stereotypes L3 Resolving conflict L4 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6 Immunisation L8 Physical Health Concerns	Making Decisions  L1 Alcohol and media L3 Social and emotional changes in puberty + L5: Conception*+ L6: Pregnancy and Birth*+	L1 Human rights and discrimination L4 Prejudice L6 National democracy	L4 What jobs are available	L1 Dealing with change	L2 Identity and body image
Year 6								

\*Parents have the option to opt out (all other content is compulsory as it is covered in Relationships or Health Education which are statutory requirements)

+ Due to the sensitive nature of this content, these units will always be delivered by class teachers



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## Appendix 2

What all pupils should know by the end of primary school (DfE, 2020)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>





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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

