

Manor Park
Primary School



**PSHE & Relationships Education
Policy**

DATE OF LAST REVIEW:	JANUARY 2023
SHARED WITH STAFF:	JANUARY 2023
SHARED WITH GOVERNORS:	JANUARY 2023
FREQUENCY OF REVIEW:	ANNUALLY
DATE OF NEXT REVIEW:	JANUARY 2024



PSHE & Relationships and Sex Education Policy

Introduction

This policy covers our school's approach to Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE).

Although PSHE is a non-statutory subject, our school recognises it as an important and necessary part of all pupils' education and the aim of our curriculum is to equip pupils with the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE supports their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life. We aim to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions, and live a happy, healthy life.

Our approach has due regard to *the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, updated Sept 2021*, and our policy and practice is also based upon advice and guidance from the PSHE Association. We believe that PSHE (including RSE) forms part of our statutory responsibility to safeguard pupils and have therefore developed our approach in line with guidance from *Keeping Children Safe in Education, Sept 2021*.

The *Equality Act 2010* states that it is against the law to discriminate against others. Using that as a basis, we aim to teach our children about difference, diversity and discrimination against:

- Age
- Disability
- Gender
- Marriage and civil partnership
- Race
- Religion or belief

Organisation / Implementation

Manor Park curriculum leaders have used the PSHE Association planning tools to plan a bespoke curriculum programme for our school. PSHE (including RSE) is taught through timetabled lessons in each year group, and across the school year. This enables pupils learning to be clearly sequenced and ensures the knowledge and skills pupils have previously acquired is built upon by being revisited, reinforced, built upon and further developed as children grow.

To support teachers' lesson planning we use a variety of teaching resources and materials, including those from the 1decision programme, Rising Stars Online Safety resources and others, which are quality assured by the PSHE Association. We also use children's literature as a stimulus, including books that focus on equality, difference and diversity.

We have the same high expectations of the quality of teaching and learning and of pupils' work in PSHE and RSE as for other curriculum areas. Our curriculum Lessons are planned and resourced to engage and inspire the pupils and to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment is an integral part of teacher's effectively planning for pupil needs, including effectively establishing a baseline and pupils' starting points for learning.

Through our bespoke PSHE and RSE curriculum children will have lessons covering:

- Learning to be healthy – children will explore how to make positive choices and take sensible actions, how to protect their physical, emotional, social and mental wellbeing, understand a range of feelings and how the choices they make now can have long-term consequences on their lifestyle.
- Learning to stay safe – children will explore how to identify and minimise risk, how to make informed, responsible and safe choices, how to voice their opinions and resist unhealthy peer pressure.
- Learning to enjoy and achieve – children will explore how to assess their skills, achievements and potential in order to set personal goals and achieve their best.
- Learning to make a positive contribution – children will explore the different roles that people play in a community and how they can contribute to their own school and the wider community.
- Learning to achieve economic wellbeing – children will explore the qualities and skills needed for adult working life.
- Learning the importance of relationships to develop children's skills in order to identify different traits of healthy and unhealthy relationships, recognise appropriate and inappropriate touch, boundaries and consent.

Relationships and Sex Education

Aims

- To give pupils a chance to explore ideas about friendships, family, marriage, parenting and the ways in which people care for each other.
- To promote pupils' self-esteem and confidence, especially in their relationships with others.
- To promote the skills to build positive personal relationships.
- To respect their own and other people's decisions, rights and bodies.
- To give accurate information about puberty, and human reproduction.
- To generate an atmosphere of trust, where questions about growing up and relationships can be raised and discussed without embarrassment.
- To liaise with parents/carers so that home and school can work in partnership.

Relationships Education

Relationships Education is covered throughout our PSHE programme and is reflected in our inclusive whole school ethos, it encompasses:

- Different family relationships
- Healthy and respectful relationships
- Treating each other with kindness, consideration and respect
- Mental health and wellbeing
- Keeping safe, including online safety
- Respecting boundaries and personal space
- Anti-bullying
- Diversity, difference and equality
- Citizenship

Sex Education

As a Primary School, the focus of our approach is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education is taught in an age-appropriate way and is tailored to the age and the physical and emotional maturity of the pupils. Our programme ensures that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Delivery

We will teach relationship and sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of their body, and how it is changing and developing.

Sex Education lessons take place during the summer term and every year we inform parents about the detailed content of what will be taught.

Reception

Children entering reception classes are beginning to take some responsibility for their activities and are starting to learn about decisions. Children will be encouraged to develop a sense of identity, positive relationships with other children and learn about their families and friendships. They will also be taught about kindness and respect towards one another.

Years 1 & 2

Year 1 will be building on the topics taught in Reception by looking at how their bodies change and how they change as a person as they continue to grow. They are taught the names of non-sexual body parts and celebrate their uniqueness and individuality as a person.

Within other topics the children are encouraged to develop an understanding of the needs of the human body and to create an awareness of healthy lifestyles, for example, diet and regular exercise.

Year 2 continue to build on this knowledge by introducing the children to the correct terminology to body parts and looking at the similarities and differences between girls and boys body parts. They will also be looking at different lifecycles and the difference between things that are living and things that are not. Children will be taught about respecting personal space and boundaries, as well as inappropriate touch. Children will be taught about coping with emotions such as jealousy.

Years 3 & 4

In Year 3 the focus is primarily on growing older and what the expectations are of them as an aging person. This will include looking at the responsibilities of the children as they mature, discussing their future and what they would like to happen and focusing on the emotional changes they think are involved in growing older. Children will be taught about coping with emotions such as anger and grief.

Year 4 children will continue to build on this by looking at relationships and early puberty. They will also be learning about the changes that happen to a boy and girl and how different relationships can have an effect on their emotions and feelings towards others.

Years 5 & 6

Children will continue to discuss puberty for both boys and girls and what changes will happen to their body, as well as looking at how hormones can affect our mood. Children will discuss what family means and how families can change. They will explore different kinds of relationships and family structures. The subject of periods and wet dreams will be talked about with both boys and girls.

Year 6 continues to build on the children's prior learning of puberty in more detail and the effects of puberty on both boys and girls. The children will also look at how the subject of relationships and love is portrayed by the media, the concept of marriage, stable relationships, partnerships, the importance of family life. Children in Year 6 will be taught about conception, contraception, pregnancy and different ways to conceive or become a parent.

Support beyond lessons

For pupils reaching puberty at primary age, including girls starting menstruation, additional support, guidance and help is available in school. Staff will endeavour to deal with these matters sensitively. Pupils who require this support will know whom to approach for help. Class teachers of pupils in KS2, particularly in Years 5 and 6 should make sure that the children are aware that they can approach any member of staff, including learning mentors, if they have particular concerns, issues or needs.

Confidentiality

Special Educational Needs

Children identified as having special educational needs are often the most vulnerable members of society. They may have a range of educational needs, abilities and personal and social characteristics, leading to different types of questions or behaviours. These may have direct implications on the management and organisation of sex education. For example, teaching on a one-to-one basis or in small groups.

-

The role of parents

The school is well aware that the primary role in children's sex and relationship 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 cooperation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice through an arranged meeting where all resources can be viewed
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- inform parents about the best-known practice with regard to sex education, 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.

Sex Education is not compulsory in primary schools and parents have a right to withdraw their child from Sex Education lessons. Before granting any such request the Headteacher will discuss the request with parents and school will document this process to ensure a record is kept. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, and other health professionals, give us valuable support with our sex education programme.