

# Manor Park Primary School



## PSHE & Relationships Education Policy

Please read in conjunction with the Online Safety and Child Protection policies.

Date of last review: October 2021

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**Manor Park Primary School**  
**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). We have based our approach on Department for Education Guidance (updated September 2021). 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.

Safeguarding is a key element of our approach and we therefore aim to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our approach has due regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019 and our policy and practice is also based upon advice and guidance from the PSHE Association.

We believe that it is crucial to teach children effectively and clearly about relationship education, which ultimately works in conjunction with safeguarding and preparing children for living in the wider world. (See 'Keeping Children Safe in Education', Sept 2021)

In order to fulfil our statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, Manor Park have embedded a three pronged approach. We will use the 1decision programme, which encompasses PSHE and RSE lessons, Rising Stars Online Safety resources and a wide range of books that focus on equality, difference and diversity.

**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 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.
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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

## Relationships Education

Relationships Education is covered throughout our PSHE and RSE programme and taught throughout the year in each year group. It encompasses:

- Diversity, difference and equality
- Keeping safe and healthy
- Mental health and wellbeing
- Anti-bullying
- Online safety
- Health and respectful relationships
- Citizenship
- Living in the wider world
- Different family relationships
- Respecting boundaries and personal space
- Treating each other with kindness, consideration and respect

The 1decision programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' Views Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Healthy Eating Washing Hands	Brushing Teeth Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' Views Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Bullying Friendship	Body Language Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' Views Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Practice Makes Perfect Water Spillage	Helping Someone in Need Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' Views Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy Worry	Anger Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' Views Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying Image Sharing	Making Friends Online Computer Safety Documentary Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' Views Children's Views	Making Friends Online Assessment - Summative
MONEY MATTERS	MONEY MATTERS	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
Assessment - Baseline Money Matters	Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' Views Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable		A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT

## The programme:

- Has up-to-date coverage to suit Government expectations: consent, safeguarding, online safety, mental health, healthy and unhealthy relationships, bullying, feelings and emotions.
- Focuses on choices that children may face throughout their lives - videos with alternative endings and consequences.
- Aims to help children understand the decisions they are responsible for and how this responsibility will increase as they grow.
- Teaches children to recognise their own rights and know when and how to ask for help.

## Online Safety

The Rising Stars Switched On Online Safety package provides a comprehensive programme of lessons and resources where opportunities are given to children to ask questions, explore issues and discuss safety when communicating in a number of ways online and using various technology.

### Switched On Online Safety - Key Stage 1

> Planning
> Unit 1.1: We are Year 1 rule writers
> Unit 1.2: We are kind and thoughtful
> Unit 1.3: We are responsible internet and device users
> Unit 1.4: We are information protectors
> Unit 1.5: We are good digital citizens
> Unit 1.6: We are responsible gamers
> Unit 2.1: We are Year 2 rule writers
> Unit 2.2: We are not online bullies
> Unit 2.3: We are safe searchers
> Unit 2.4: We are code masters
> Unit 2.5: We are online behaviour experts
> Unit 2.6: We are game raters
> CPD Videos

### Switched On Online Safety - Lower Key Stage 2

> Planning
> Unit 3.1: We are Year 3 rule writers
> Unit 3.2: We are digital friends
> Unit 3.3: We are internet detectives
> Unit 3.4: We are aware of our digital footprint
> Unit 3.5: We are netiquette experts
> Unit 3.6: We are avatar creators
> Unit 4.1: We are Year 4 rule writers
> Unit 4.2: We are standing up to peer pressure
> Unit 4.3: We are aware that our online content lasts forever
> Unit 4.4: We are online risk managers
> Unit 4.5: We are respectful of digital rights and responsibilities
> Unit 4.6: We are careful when talking to virtual friends

### Switched On Online Safety - Upper Key Stage 2

> Planning
> Unit 5.1: We are Year 5 rule writers
> Unit 5.2: We are responsible for our online actions
> Unit 5.3: We are content evaluators
> Unit 5.4: We are protecting our online reputation
> Unit 5.5: We are respectful of copyright
> Unit 5.6: We are game changers
> Unit 6.1: We are online safety ambassadors
> Unit 6.2: We will not share inappropriate images
> Unit 6.3: We are safe social networkers
> Unit 6.4: We are respectful of others
> Unit 6.5: We are online safety problem solvers
> Unit 6.6: We are safe gaming experts

## **Sex Education**

While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

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.

### **Aims**

- To promote pupils' self-esteem and confidence, especially in their relationships with others.
- To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies.
- To encourage the development of communication and decision making skills.
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transitions and later life.

- To liaise with parents/carers so that home and school can work in partnership.
- To generate an atmosphere of trust, where questions about reproduction and sexuality can be raised, and discussed without embarrassment.

### **Delivery**

#### **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.

### **Confidentiality**

In accordance with the DCfS 'Sex and Relationship Education Guidance' and the school's child protection and safeguarding policy we will:

- ensure that all staff, pupils and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- ensure that pupils are informed of the limits of confidentiality that may be offered by staff.
- use ground rules in lessons including the limits of confidentiality.
- ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP or local young person's advice service.

- encourage pupils to talk to their parents or carers and give them support to do so.

### **Support**

For girls reaching puberty at primary age 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 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. Teachers will use language with care in their presentations and discussions to avoid misunderstandings.

### **Organisation**

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 his or her own body, and how it is changing and developing.

Sex Education lessons take place during the Summer Term and every year we consult parents about the detailed content of what will be taught.

### **Special Needs**

Children identified as having special 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, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

### **Assessment**

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 ensures the knowledge pupils have previously acquired is built upon by being revisited, reinforced and built upon year by year. 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.

This policy will be reviewed September 2022