Windwhistle Primary School

PSHE and RSE Policy

Date Ratified: March 2024

Signed By:

John Porter – chair of governors

Signed by:

Heidi Hudd - Headteacher

Review Date: March 2026

Document Control
Document Information

	Information
Document Name	Windwhistle PSHE and RSE Policy
Document Author	PSHE and RSE lead
Document Approval	LGB
Document Status	Version 2.1
Publication Date	03/2024
Review Date	03/2026
Distribution	Website/General

Version Control

Version	Issue Date	Amended by	Comments
2.0	06/2021	PSHE and RSE lead	No changes
2.1	03/2024	Headteacher	Removed reference to Starlight p7

Personal, Social, Health and Economic Education Policy including Relationships Education and Sex Education

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Windwhistle Primary School, we teach Personal, Social, Health and Economic (PSHE) Education through a whole-school approach. We believe this underpins children's development as people and supports their learning..

At Windwhistle Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use SCARF: Safety, Caring, Achievement, Resilience, Friendship, as our chosen teaching and learning programme and tailor it to your children's needs. The SCARF mapping document shows exactly how SCARF and therefore our school, meets the statutory Relationships and Health Education requirements. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

As a school, we fully recognise the important role parents having in supporting their children’s emotional and social development. This has therefore been considered in our policy

What do we teach when and who teaches it?

Whole-school approach SCARF covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

Six themes are covered across the school year and these are taught across the school; the learning deepens and broadens every year.

- Me and my relationships
- Valuing differences
- Keeping myself safe
- Rights and Responsibilities

- Being my best
- Growing and changing

At Windwhistle Primary School we allocate a minimum of one lesson per week to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. The length of this lesson varies with the age of the pupils
Early Years – 20-30 minutes
Y1/2/3- 30-45 minutes
Y4/5/6- 45minutes- 1hour

These explicit lessons are reinforced on a daily basis through our interactions. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

Definition of Relationships Education

Relationships Education (RE) is lifelong learning about physical, moral, social, cultural and emotional development. It is about understanding the importance of positive relationships and of respect, love and care. Within this context, it also involves learning about sex at an age-appropriate stage of children's development.

Aims

Relationships Education is delivered through our Personal, Social and Health Education (PSHE) programme and gives children opportunities to:

- Raise their self-esteem and confidence, so they are happy with themselves and their relationships with others
- Prepare for and positively manage the changes that occur to their bodies, minds and emotions as they grow from childhood to adulthood
- Understand the nature of positive human relationships and what traits and personal attributes will support them to flourish
- Recognise unhealthy relationships and know how to make safe and healthy decisions, including in the online world
- Develop understanding, tolerance and empathy for other people who may be different from them
- Prepare themselves for the opportunities, responsibilities and experiences of adult life and to develop resilience when facing difficult situations
- Understand where to access information and support

The Relationships Education curriculum

Relationships Education will be delivered in an age-appropriate and honest way, which provides opportunities for all children to develop the skills, knowledge and attitudes they need to lead confident, healthy and independent lives. Children will be helped to understand their own bodies and feelings in an atmosphere where age-appropriate, open discussions about relationships can take place.

The Equality Act 2010 is clear that schools must not unlawfully discriminate against pupils with protected characteristics including age, sex, race, disability, religion or belief or sexual orientation. By promoting the values of love, respect and care for others, we will take positive action through the ethos of the school and the taught curriculum, to build a culture where all children feel valued, understand their rights to equal treatment and learn to challenge stereotypes.

While recognising the value of secure, loving relationships and of family life, we recognise that many children within our school community grow up within alternative frameworks which provide a nurturing environment. We will teach about families in a sensitive way based on our knowledge of children and their circumstances and ensure that there is no stigmatisation based on different structures of support.

Relationships Education can be a particularly important subject for children with Social, Emotional and Mental Health needs or learning disabilities as they may be more vulnerable to exploitation, bullying and other issues during their lives. When delivering RELATIONSHIPS EDUCATION, teaching will be tailored to meet the specific needs of children at different developmental stages. Teachers and/or learning support assistants will work with individual pupils where required.

Relationships Education will be taught by class teachers throughout the whole school as part of our Personal, Social and Health Education curriculum.

How delivery of the content will be made accessible to all pupils, including those with SEND

Differentiation/SEN

SCARF is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Scarf lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Scarf will make the necessary amendments and offer this free update to all its schools.

At Windwhistle Primary:

- Teachers have access to previous RSHE units to support the differentiation of lessons for pupils of all abilities to ensure inclusive of all pupils that is consistent with the Equality Act.
- The SCARF Programme is used from Early Years Foundation Stage to Year 6 to support progression in RSHE and a smooth transition onto secondary school.

Teaching Sensitive Issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where sensitive or political issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using SCARF. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Other options include referring pupils to ask the question at home or reassuring that this is something that may be covered at a later stage in primary or secondary school. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In SCARF lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Safeguarding/confidentiality

Teachers need to be aware that sometimes disclosures may be made during SCARF lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed and the child will be supported through this process.

Additional support

School will provide additional support for children when necessary which might include 1:1 Thrive and Learning Mentor.

Guidelines

- A range of teaching methods will be employed which encourage good quality discussion, the opportunity to ask questions and plenty of reflection time.
- Relationships Education is delivered in mixed gender groups as we feel it is important that girls and boys receive the same information about the changes that are happening to them. Current Government guidance states that schools should foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and we believe Relationships Education is an important subject to meet this aim. However, single gender groupings may sometimes be formed in order to ask questions, if it is felt to be in the best interest of the children.
- Children will be encouraged to discuss issues with their parents/carers and the school will make them aware of any online material that might support them to talk to their children about content which is covered in the class.
- We encourage an ethos where children feel secure and confident to ask questions and we set clear parameters for discussion so that both teachers and children feel comfortable. Techniques such as 'question boxes' are used for children who don't want to ask questions out loud and these are helpful to give teachers reflection time, to think about an informative response.
- If a question is too explicit, feels too old for the child or is inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

Specific Issues

Parents' right to request their child be excused from Sex Education that is taught through the PSHE curriculum.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Windwhistle Primary School, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the 'Growing and Changing' theme. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

SCARF Growing and Changing Theme
Year 3-My Changing Body (taught in Year 4)
Year 4- All Change
Year 4- Period positive
Year 5- Growing up and changing bodies
Year 6- Is this normal (puberty)
Year 6- Making babies

The school will inform parents of this right by letter in the Spring Term before these lessons are taught. The letter will include the offer of reviewing the resources that will be use to teach this area of the curriculum.

At Windwhistle Primary School, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the 'Growing and Changing them, and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a

scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Emma Vine- PSHE lead

Parental right to withdraw

Schools have a legal duty to teach some biological aspects of Relationships Education through the Science curriculum and parents do not have the right to withdraw their children from these aspects of the curriculum. Parents cannot withdraw their children from Relationships Education, as it is a mandatory subject. However, parents are entitled to withdraw their children from sex education. We are committed to working with parents and any wishing to exercise this right should contact the headteacher who will explore their concerns and discuss the possible impact that withdrawal may have on their child, before a final decision to withdraw is made.

Monitoring

The local governing body monitors this policy on an annual basis and will report its findings and recommendations to the school, as necessary, if the policy needs modification. The local governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The Relationships Education programme is monitored by the PSHE lead and this may take the form of lesson observations, monitoring the use of teaching materials, work sampling, pupil interviews, or staff and parental feedback. The school will give the leader time to monitor and evaluate the school's Relationships Education programme.

Evaluation and Review.

The Headteacher is responsible for the implementation and monitoring of this policy.
The PSHE Lead and Headteacher will report back to the Governors' Pastoral Committee when reviewing this policy. All staff members and governors will receive a copy of this policy and it will be uploaded to the school website. A copy is available to parents, from the school office on request. The policy has been fully discussed in a governors' meeting and staff meeting.

This policy was developed, involving the Head teacher, class teachers, governors, parent representatives and children (via feedback on existing provision) and will be **reviewed every two years.**

Appendix

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, ‘Sex Education is not compulsory in primary schools.’ (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls 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’.

At Windwhistle Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We intend to teach this in science lessons and PSHE SCARF lessons.

Curriculum Area	Aspects
Science: Reproduction including Humans	Year 1: To identify, name, draw and label the basic parts of the human body. Year 2: To notice that animals including humans, have offspring which grow into adults. Year 3: To identify that humans and some other animals have skeletons and muscles for support, protection and movement. Year 4: To describe the life process of reproduction in some plants and animals. To describe the simple functions of the basic parts of the digestive system in humans. Year 5: To describe the changes as humans develop to old age. Year 6: To identify and name the parts of the human circularity system and describe the functions of the heart, blood vessels and blood.
PSHE- SCARF	Year 4- My changing body Year 4- All Change Year 4- Period Positive Year 5- Growing up and changing bodies Year 6- Is this normal Year 6- Making babies