



Aiskew, Leeming Bar  
Church of England Primary School

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'Rooted in love and growing together  
to become lifelong learners'

# PSHE and RSE POLICY

Date written: September 2019

Date agreed and ratified by the Board of Governors: 18<sup>th</sup> November 2019

Signed: \_\_\_\_\_  
(Headteacher)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(on behalf of the Board of Governors)

Date: \_\_\_\_\_

Date of review:

# Aiskew, Leeming Bar CE Primary School

## PSHE and RSE Policy

### **Introduction**

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) are taught through the 1Decision scheme of work.

### **Rationale**

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives

### **Aims**

At Aiskew, Leeming Bar CE Primary School, we believe that PSHE enables every member of our school family to grow and flourish into well-developed individuals who are inclusive, independent and inspired learners, equipped with the knowledge, skills and wisdom needed to succeed in life. It ensures that they are able to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. 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 Aiskew, Leeming Bar CE Primary School 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 the lives of others
- 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 Aiskew, Leeming Bar CE 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. 1Decision scheme of work was adopted by the whole school because it comprehensively covers the new requirements at a level that is appropriate to our current pupils.

### 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.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

### 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. PSHE and RSE are taught by the class teacher. When appropriate the whole class is taught as a group however because of the wide age ranges within our classes, children are taught in specific groups usually EYFS/Y1 and Y2/Y3 and Y4/Y5 and Y6. A discussion group may also be led by a teaching assistant who normally works within the class and knows the children well. RSE again is taught in age appropriate groups. It is only the 'Puberty' unit which is taught solely to Year 5 and 'Reproduction' which is taught solely to Y6.

	Y1 and Y2 units are as follows:	Y3 and Y4 units are as follows:	Y5 and Y6 units are as follows:
Staying/keeping safe	Road safety Tying shoe laces Staying safe Leaning out of windows	Cycle safety Peer pressure Adults' views Children's views	Water safety
Staying/keeping healthy	Healthy eating Washing hands Brushing teeth medicine	Healthy living Smoking Adults' views Children's views	Alcohol
Relationships	Bullying Friendship Body language Touch	Appropriate touch	Puberty (Y5) Adults' views Children's views Conception (Y6)
Being responsible	Practice makes perfect Water spillage	Coming home on time	Looking out for others Adults' views

	Helping someone in need Stealing		Children's views Stealing
Feelings and emotions	Jealousy Worry Anger Grief	Jealousy	Anger Worry Adults' views Children's views
Computer safety	Online bullying Image sharing Making friends online Computer safety documentary	Online bullying Image sharing Adults' views Children's views	Making friends online
Money matters	Money matters		
The working world		Chores at home Enterprise Adults' views Children's views	In-App purchases
Hazard watch	Is it safe to eat or drink? Is it safe to play with?		
A world without judgement		Breaking down barriers	Inclusion and Acceptance Adults' views Children's views British Values

At Aiskew, Leeming Bar CE Primary School, we believe that pupils should be taught about the society in which they are growing up. We teach pupils to foster respect for others and through their actions show they value others, as well as educating 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 LGBTQ relationships, which is delivered at Aiskew, Leeming Bar CE Primary School, for example, through teaching about different types of family, including those with same sex parents.

Adults and pupils alike are encouraged to use the correct scientific words when talking about body parts. Familiar terms may be used by the children but these will always be backed up by the adult using the correct scientific name.

When delivering RSE, adults are not to talk about their own sexual experiences and should not answer any questions which may arise. Instead, politely explain to children that this is not what is being discussed.

If a child talks about an aspect of sex education which is more advanced and therefore inappropriate for the other pupils, this should not be pursued in an open forum but discussed as soon as reasonably possible with the child and another member of staff and/or parent/carer. In the event of this happening, parents/carers should always be informed.

Adults leading PSHE and RSE sessions need to be prepared that this could lead to disclosures being made. As above, this should not be pursued in an open forum but discussed as soon as reasonably possible with the child. Normal safeguarding procedures would be followed following a disclosure.

Although we follow the 1Decision scheme of work, we are also mindful of current issues which arise both within and outside of school. These are dealt with as they arise through using appropriate resources and techniques such as through circle time or draw and talk.

### **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.

### **Mental Health**

The promotion of good mental health plays an important part in how the school operates for both staff and pupils. Adults strive to live out the school's 8 Christian values in how **they** talk and deal with one another. Being a very small school has its positives and its challenges – as a staff we make time to ensure we talk with one another and offer support as needed. All staff have been trained by Compass Buzz Mental Health (level 1) and one member of staff has been trained to level 2.

Both classrooms promote positive mental health through having emotional check-in boards for all children to use throughout the day. There are reflection areas within both classrooms where children may go to 'ponder' and both classrooms have cosy reading corners which may offer comfort to a child. In addition to this, children use the entrance hall where they can safely have time out in order to restore their mood. There are also mindful activities available for children who may need a brain break.

### **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 (unless it forms part of the science curriculum).

### **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Ensuring all pupils are well equipped to deal with many challenges that they face as they grow up in our ever evolving, digitalised world
- 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'/carers' 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 supportive 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.
- At the launch of our PSHE and RSE 1Decision scheme of work, parents were invited into school to see the content and materials used with the children. This is then repeated as new children join the school.
- Before the puberty and conception units are taught in Y5 and Y6, the parents / carers of this group of pupils are invited into school to look at the material themselves so they can support further discussions at home, knowing exactly what has been discussed.

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 however any such conversations are always handled in a very sensitive way and curtailed/limited to a small group of pupils rather than the whole class.

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 have been trained on the delivery of PSHE and RSE the using 1Decision 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 if required.

### **Monitoring arrangements**

The delivery of PSHE and RSE is monitored by Bethany Stanley (headteacher/PSHE/RSE lead) through:

- Lesson observations
- Learning walks
- Feedback from staff
- Feedback from parents
- Feedback from children

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The policy was reviewed Autumn 2019  
This policy will be reviewed Autumn 2021