



Policy for Personal, Social and Health Education (Including Relationships and Sex Education)

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Intent

'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.'

- RSHE guidance, paragraph 1

At Purbrook Junior School, PSHE (Personal, Social, Health and Economic Education) is embedded within every theme subject that we cover as well as being intrinsically linked to our school values of Respect, Achieve and Team. The purpose of our PSHE curriculum is to ensure that all pupils at Purbrook Junior School develop the knowledge, skills and attributes that they need to help them stay **healthy, safe and prepared for life**.

PSHE is taught as a spiral curriculum meaning that within every year group, children get the opportunity to revisit the three key themes:

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

This repetition allows children to learn and remember more of the knowledge, skills and attributes that are being covered by our PSHE curriculum. This revisiting also allows for previous understanding to be extended and challenged in an age appropriate way.

Our PSHE curriculum is based broadly on the Programme Builders Model developed by the PSHE Association. This is structured so that each half term children have an overarching question to explore linked to one of the three key themes. Organisation of these units has been modified from the original model to ensure that appropriate and relevant links are made to the themes covered by each Year Group. It is also expected that all teachers will use their knowledge of the children in their cohort to ensure that the PSHE curriculum is tailored to the needs of the children they are teaching each year.

The aims of the PSHE curriculum at Purbrook Junior 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
- 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

Implementation through Teaching and Learning

PSHE is provided through discreet curriculum time, assemblies and class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children. PSHE lessons happen weekly, however it is likely that incidental learning will take place additionally throughout the day arising from the needs of the class. PSHE is mainly taught by the class teacher but some elements of the PSHE curriculum are also covered by our PPA team allowing for objectives to be linked to wider elements of British Values and citizenship. We also cover some of the curriculum through celebrating and exploring whole school events (for example World Mental Health Day, Road Safety Week and Walk to School Week) throughout the school year.

All PSHE topics have the potential to raise complex or sensitive issues for some pupils and therefore it is important that this subject is taught in a way that provides a safe, learning environment for all children. To do this, a set of PSHE ground rules have been developed that run throughout the whole school so that both teachers and children understand how to discuss potentially complex issues in an appropriate way. These should be displayed in all classrooms and children reminded of these at the beginning of each PSHE lesson.

A lot of the learning in PSHE will be conducted through whole class and small group discussions. Although it is important that children feel comfortable about speaking openly and honestly, it is also essential that all children have the opportunity to raise questions and concerns anonymously. Therefore, all classes have an 'ask it basket' available for all PSHE lessons to ensure that these questions can be asked without needing to approach a teacher directly. These questions can then be addressed by adjusting future planning if needed or by additional conversations with the child.

Confidentiality and Child Protection

It is possible that in the course of this work that children may disclose information to a teacher or other member of staff, which may give rise to concerns about a child's safety or welfare. In such circumstances the member of staff must act in accordance with the school's child protection policy and procedures. Any concerns must be discussed either with one of the Designated Safeguarding Lead (DSL) and Deputy DSLs.

Distancing techniques

At Purbrook Junior School, we aim to be sensitive to the needs and experiences of all pupils within our class and understand that some pupils may have direct experience of some of the issues being discussed which may or may not be appropriate to be spoken about in front of other children. We aim to 'depersonalise' conversations to allow children to engage more objectively with the content being covered. This is achieved by using distancing techniques where the focus is on fictional scenarios, stories and characters.

Implementation through Assessment, Recording, Reporting and Monitoring

Due to the nature of PSHE, it is likely that all children will bring with them existing knowledge, skills, understandings, beliefs and even misconceptions, relating to many of the aspects of our curriculum. At Purbrook Junior School, we aim to start each of our units with a baseline assessment to allow us to accurately assess children's starting points and ensure that our learning is pitched to an appropriate level. These will also be returned to at the end of a unit of

learning for children to annotate and extend upon their previous thinking and demonstrate how their understanding has developed. Class teachers are responsible for assessing each child against the objectives covered in each unit. Due to the spiral nature of our curriculum and our revisiting of each of the three key themes throughout the key stage, we aim to ensure that this assessment is used to inform future planning so that learning continues to be developed and extended across the whole school.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths in the school and indicate areas for improvement. The subject leader will regularly evaluate our curriculum to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Where children are performing considerably below the expectations for the year group, it will be expected that teachers will provide an appropriate PSHE curriculum for these children using the PSHE Association framework for SEND pupils. This will be centred around the themes of:

1. Self-Awareness
2. Self-Care, Support and Safety
3. Managing Feelings
4. Changing and Growing
5. Healthy Lifestyles
6. The World I Live In

Teachers will ensure that the links between these SEND appropriate themes will be linked to the main outcomes of what is being covered by the main cohort to allow for these children to be included appropriately but also in a way that is relevant and meaningful to them.

RSHE Appendix

This policy document has been based on the DfE document Sex and Relationship Education Guidance and other advice issued by Hampshire County Education Department.

The Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education). The school ensures that parents are also involved in the creation of this policy through regular surveys.

Although Statutory the guidance on relationships education, relationships and sex education (RSE) and health education (2019) made Relationships and Health Education compulsory in all primary schools and parents are unable to withdraw their child from this, sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Purbrook Junior School.

What is Sex and Relationship Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

It has three main elements:

• Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas, and
- developing critical thinking as part of decision-making.

• **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict, and
- learning how to recognise and avoid exploitation and abuse.

• **Knowledge and understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

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- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay, and the avoidance of unplanned pregnancy

Our Aims

- To appreciate the value of a stable family life and the responsibilities of parenthood as key building blocks of community and society. [Care needs to be taken, however, to ensure that there is no stigmatisation of children based on their home circumstances]
- To promote children's respect for themselves and others, including the understanding of differences.
- To promote responsible behaviour.
- To help overcome ignorance and anxiety by increasing understanding in order to prevent guilt and anxiety and remove prejudice.
- To encourage better communication and understanding about sexual matters.
- To develop skills in making informed decisions and combating exploitation or peer pressure.
- To raise awareness of influences such as the media.

Parents

Our work in this area is intended to support parents and not usurp their role. Each year there will be an opportunity for parents to hear about the work which we plan to undertake with their children. Following on from recent parental surveys, the majority of parents who responded preferred to have information sent home to them through topic overviews to make them aware of upcoming content in RSE lessons. If parents want to preview resources being used, this can also be arranged. Parents have the legal right to withdraw their child(ren) from sex education (other than those aspects which form part of the National Curriculum). Parents, who wish to follow this course of action, should make their request in writing to the Headteacher.

Where children are absent for the specific Sex and Relationship Education sessions, parents may contact the child's teachers to discuss the possible loan of the teaching resources used.

Parents will also be given regular opportunities to share their views and opinions on how PSHE and RSE is covered within school.

The Organisation of Teaching and Learning

Part of this work will be included in the planning to deliver National Curriculum Science. The statutory orders include:
1 a) that life processes common to humans and other animals include nutrition, growth and reproduction.

2 f) about the main stages of the human life cycle

The remainder of the work will fall within our programme of Personal, Health and Social Education (PHSE) and will be based on the recommendations included in *Sex and Relationship Education Guidance* (DfES 2000).

Year Three

- Identifying genitals and sexual organs

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Year Four

- Identifying genitals and sexual organs
- Puberty

Year Five

- 1 Personal hygiene
- 2 Puberty and Growing Up
- 3 Menstruation

Year Six

- 1 Puberty and Growing Up (a revision of previous work)
- 2 Menstruation and Male Puberty
- 3 Conception
- 4 The Birth of a Baby

We believe that as a school we have a responsibility to prepare children for the onset of puberty, and as there is evidence that puberty for some children is occurring earlier than ever before we believe that it is important that RSE is covered throughout the whole key stage rather than predominantly in the Upper School. In Year 3, the SRE curriculum is focused on making sure that children are aware of the correct vocabulary for genitals and other reproductive organs and this is covered through their work on consent. We believe that this is important as part of our responsibility to safeguard children and ensure that they are able to report or discuss any incidents of inappropriate behaviour.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. For this reason, we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods and how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty including body odour, mood swings, hair growth, acne and growth spurts. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not initially separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable. However, class teachers best know the children that they are teaching and so it may be that some additional smaller sessions are also carried out (potentially for just one gender) to ensure that all children are able to be engaged within these sessions.