



Hebden Royd C.E. (VA) Primary &  
Nursery School

## **PSHE & Relationship & Sex Education Policy**

<b>Approved by:</b>	Headteacher & Governing Body	<b>Date:</b> November 2021
<b>Last reviewed on:</b>	November 2021	
<b>Next review due by:</b>	November 2024	

# Contents

1. Aims & Key Principles
2. Pupil Learning Outcomes
3. Statutory Requirements
  - a. Definition
  - b. Curriculum
4. Learning and Teaching
5. Parental and Community Involvement
6. Withdrawal from RSE Lessons
7. Roles and Responsibilities
  - a. The Governing Board
  - b. The Headteacher
  - c. The Staff
  - d. The Pupils
8. Confidentiality and Child Protection Issues

---

## Our school vision:

*We nurture the unique qualities of everyone in our school and community. Opportunity flourishes here through the humble virtues of respect, knowledge and faith.*

**“We all have different gifts according to the grace given to us” Romans 12.6**

## 1. Aims & Key Principles

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## 2. Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively

- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### 3. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Hebden Royd CE Primary we teach RSE as set out in this policy.

#### a. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### b. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### 4. Learning & Teaching

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that

learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Weekly learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2, RSE/reflection lessons are part of the weekly timetable. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. "Respect for each other" is one of our key school aims. We put this into practise by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links. There are Play Leaders at lunchtimes and our Eco Group. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

## 5. Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter.

We also have a close relationship with our Foundation Church, St. James' who lead weekly worship sessions in the church as well as half-termly session with each year group that promote thinking about ourselves, our community and our role in the wider world.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Whilst we use relationships and 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. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

## 6. Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

## 7. Roles & Responsibilities

### a. The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### b. The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### c. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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 RSE

### d. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Hebden Royd CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

This policy will be reviewed and approved by the Headteacher every 2 years.

At every review, the policy will be shared with the governing board.

Relationships and sex education curriculum map – 2-year Rolling Cycle

YEAR GROUP (ROLLING CYCLE A)	TOPIC/THEME DETAILS					
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>EYFS</b>	<i>In the EYFS children actively engage in topics around families &amp; relationships, health &amp; wellbeing, safety, citizenship &amp; transition through the ELG’s Communication &amp; Language and Personal, Social &amp; Emotional Development. These topics are shared and discussed through daily circle times.</i>					
<b>KS1 (Year 1 &amp; 2)</b>	<b>FAMILIES &amp; RELATIONSHIPS</b> Introduction: Setting ground rules for RSE & PSHE lessons* Family Friendships Other people’s Feelings Getting along with others Friendship Problems	<b>FAMILIES &amp; RELATIONSHIPS</b> Gender Stereotypes Change and loss  <b>HEALTH &amp; WELLBEING</b> Understanding my feelings* Steps to success Developing growth mindset Being active	<b>HEALTH &amp; WELLBEING</b> Relaxation: breathing exercises Healthy diet Looking after our teeth  <b>SAFETY AND THE CHANGING BODY</b> Communicating with adults Road safety Safety at home	<b>SAFETY AND THE CHANGING BODY</b> Safety with medicines What to do if I get lost? The internet Appropriate contact My private parts are private	<b>CITIZENSHIP</b> Rules Similar, yet different Caring for others: animals The needs of others Democratic decisions School council	<b>CITIZENSHIP</b> Giving my opinion  <b>ECONOMIC WELLBEING</b> Money Needs & wants Saving and spending Banks and building societies Jobs  <b>TRANSITION</b> Transition lesson
<b>LKS2 (Year 3 &amp; 4)</b>	<b>FAMILIES &amp; RELATIONSHIPS</b> Introductory lesson: Setting ground rules and signposting Friendship issues and bullying Healthy families Stereotyping – gender Stereotyping – age/disability How my behaviour affects others	<b>FAMILIES &amp; RELATIONSHIPS</b> Effective communication to support relationships Respect and manners Respecting differences  <b>HEALTH &amp; WELLBEING</b> My healthy diary Looking after our teeth Relaxation – visualization	<b>HEALTH &amp; WELLBEING</b> Meaning and purpose – my role Resilience: breaking down problems Emotions Mental health  <b>SAFETY &amp; THE CHANGING BODY</b> Fake emails Internet safety: age restrictions	<b>SAFETY &amp; THE CHANGING BODY</b> Consuming information online Tobacco First aid: asthma Alcohol & tobacco Year 3: First Aid: emergencies calling for help Year 4: introducing puberty	<b>SAFETY &amp; THE CHANGING BODY</b> Year 3: Road safety Year 4: Growing up  <b>CITIZENSHIP</b> Recycling / reusing Local community buildings and groups Local community and democracy Diverse Communities	<b>CITIZENSHIP</b> Rights of the child Charity  <b>ECONOMIC WELLBEING</b> Spending choices Budgeting Money & emotions Jobs and careers Jobs for me  <b>TRANSITION</b> Coping strategies
<b>UKS2 (Year 5 &amp; 6)</b>	<b>FAMILIES &amp; RELATIONSHIPS</b> Introductory lesson: Setting ground rules and signposting Friendship skills Respect Resolving conflict Family life Stereotyping Challenging stereotypes	<b>FAMILIES &amp; RELATIONSHIPS</b> Change and loss  <b>HEALTH &amp; WELLBEING</b> Relaxation – mindfulness What can I be? Taking responsibility for my health The impact of technology on health Resilience toolbox	<b>HEALTH &amp; WELLBEING</b> Immunisation Physical health concerns Good and bad habits  <b>SAFETY &amp; THE CHANGING BODY</b> Critical digital consumers Social media	<b>SAFETY &amp; THE CHANGING BODY</b> First Aid: Bleeding First Aid: Basic life support YEAR 5: Puberty YEAR 6: Physical & emotional changes of puberty YEAR 5: Menstruation YEAR 6: Conception	<b>SAFETY &amp; THE CHANGING BODY</b> YEAR 5: Emotional changes in puberty YEAR 6: Pregnancy and birth  <b>CITIZENSHIP</b> Pressure groups Valuing diversity Food choices and the environment Caring for others Rights and responsibilities	<b>CITIZENSHIP</b> Parliament and democracy  <b>ECONOMIC WELLBEING</b> Attitudes to money Keeping money safe Stereotypes in the workplace Gambling Careers  <b>IDENTITY – YEAR 6 ONLY</b> What is identity? Gender Identity Identity & body image  <b>TRANSITION</b> Roles Responsibilities

YEAR GROUP (ROLLING CYCLE B)	TOPIC/THEME DETAILS					
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>EYFS</b>	<i>In the EYFS children actively engage in topics around families &amp; relationships, health &amp; wellbeing, safety, citizenship &amp; transition through the ELG's Communication &amp; Language and Personal, Social &amp; Emotional Development. These topics are shared and discussed through daily circle times.</i>					
<b>KS1 (Year 1 &amp; 2)</b>	<b>FAMILIES &amp; RELATIONSHIPS</b> Introduction: Setting ground rules for RSE & PSHE lessons* Family Friendships Families are different Other people's feelings Getting along with others	<b>FAMILIES &amp; RELATIONSHIPS</b> Friendship Problems Gender Stereotypes <b>HEALTH &amp; WELLBEING</b> Understanding my feelings* Relaxation – laughter and progressive muscle relaxation What am I like?	<b>HEALTH &amp; WELLBEING</b> Ready for bed? Hand washing & Personal Hygiene Sun Safety Allergies People who help us stay healthy <b>SAFETY AND THE CHANGING BODY</b> Communicating with adults	<b>SAFETY AND THE CHANGING BODY</b> People who help to keep us safe in our local community Road safety Safety with medicines Making a call to the emergency services The difference between secrets and surprises	<b>SAFETY AND THE CHANGING BODY</b> Appropriate contact My private parts are private <b>CITIZENSHIP</b> Rules Similar, yet different Belonging Job roles in the community Our school Environment	<b>CITIZENSHIP</b> Our local environment <b>ECONOMIC WELLBEING</b> Money Needs & wants Looking after money Banks and building societies Jobs <b>TRANSITION</b> Transition lesson
<b>LKS2 (Year 3 &amp; 4)</b>	<b>FAMILIES &amp; RELATIONSHIPS</b> Introductory lesson: Setting ground rules and signposting Friendship issues and bullying The effects of bullying and the responsibility of the bystander Stereotyping – gender Stereotyping – age/disability Healthy friendships – boundaries	<b>FAMILIES &amp; RELATIONSHIPS</b> Learning who to trust Respecting differences Change & loss – bereavement <b>HEALTH &amp; WELLBEING</b> My healthy diary Diet and dental health Relaxation – stretches	<b>HEALTH &amp; WELLBEING</b> Wonderful me My superpowers Celebrating mistakes My happiness <b>SAFETY &amp; THE CHANGING BODY</b> Be kind online Cyberbullying	<b>SAFETY &amp; THE CHANGING BODY</b> Share aware Privacy and secrecy First aid: Bites and stings Alcohol & tobacco Year 3: First Aid: Emergencies & calling for help Year 4: Introducing Puberty	<b>SAFETY &amp; THE CHANGING BODY</b> Year 3: Road safety Year 4: Growing up <b>CITIZENSHIP</b> Recycling / reusing Local community buildings and groups Local community and democracy Rules	<b>CITIZENSHIP</b> Rights of the child Human rights <b>ECONOMIC WELLBEING</b> Spending choices Budgeting Money & emotions Jobs and careers Jobs for me <b>TRANSITION</b> Coping strategies
<b>UKS2 (Year 5 &amp; 6)</b>	<b>FAMILIES &amp; RELATIONSHIPS</b> Introductory lesson: Setting ground rules and signposting Build a friend – what makes a good friend Respect Respecting myself Marriage Bullying Stereotyping	<b>FAMILIES &amp; RELATIONSHIPS</b> Challenging stereotypes <b>HEALTH &amp; WELLBEING</b> Relaxation – Yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals	<b>HEALTH &amp; WELLBEING</b> Sun safety <b>SAFETY &amp; THE CHANGING BODY</b> Online friendships Staying safe online First Aid: choking Alcohol	<b>SAFETY &amp; THE CHANGING BODY</b> Drugs, alcohol and tobacco: influences YEAR 5: Puberty YEAR 6: Physical & emotional changes of puberty YEAR 5: Menstruation YEAR 6: Conception	<b>SAFETY &amp; THE CHANGING BODY</b> YEAR 5: Emotional changes in puberty YEAR 6: Pregnancy and birth <b>CITIZENSHIP</b> Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities	<b>CITIZENSHIP</b> Parliament and democracy <b>ECONOMIC WELLBEING</b> Borrowing Income and expenditure Prioritising spending Risks with money Careers <b>IDENTITY – YEAR 6 ONLY</b> What is identity? Gender Identity Identity & body image <b>TRANSITION</b> Roles Responsibilities

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
<p>Respectful relationships</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>