

Relationship Education and RSE Policy (inc. PSHE)

Formulated: November 2019

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To be reviewed at LSC: July 2025

Introduction

Beckfoot Heaton Primary School & Nursery believes that a strong PSHE (Personal, Social, Health and Economic) and Relationship Education is important to help our pupils understand how to keep themselves safe and develop into well-rounded members of society who are able to make a positive contribution to their community and the world.

In primary school, RSE is defined the fundamental building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Through RSE children learn about relationships, different families, respect, love and care, their body including puberty and hygiene. Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at school children will learn key knowledge and skills to help keep them safe.

This policy adheres to:

- DfE: Relationships Education, Relationships and Sex Education (RSE) Statutory guidance
- Keeping Children Safe in Education, 2023
- Equality Act, 2010
- SEND Code of Practice: 0 - 25 years
- Beckfoot Trust Behaviour Policy & Beckfoot Heaton Local Behaviour Protocol

The vision for students, staff and others linked to our School is to always look to achieve a great life – being great learners and great people who make a positive difference to the world.

- Our values guide children to demonstrate growth, commitment and integrity
- We have high aspirations and believe that all children, families and staff can succeed.
- Our school is a happy, safe and positive place where pupils enjoy learning and are successful.
- Our school is welcoming and inclusive and is a place where everyone is valued. We celebrate the diversity of our school community and ensure that any incidents of discrimination are swiftly acted upon and not tolerated.

Roles and Responsibilities (see Appendix 1 for further guidance)

- 1.1 The Head Teacher has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.2 The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the Trust's Complaints Policy.
- 1.3 The Wider Curriculum Leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE curriculum that achieves the aims laid out in this Policy.
- 1.4 The class teachers are responsible for the day-to-day implementation of the PSHE policy.
- 1.5 Beckfoot Heaton will work with families in relation to the development of the PSHE curriculum and will ensure that they are routinely kept informed about their right to withdraw their children from non-statutory sex education. (See Section 4 as we do not currently teach sex education)
- 1.6 We will ensure that pupils are also involved in the development of the PSHE curriculum through the use of pupil voice to elicit feedback and suggestions.
- 1.7 The Local School Committee has overall responsibility for reviewing the Relationships inc. PSHE Policy annually. The LSC must make sure that:
 - all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - teaching is delivered in ways that are accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Aims of the PSHE and RSE Curriculum

This curriculum plays a critical role in helping children understand how to be a great person, who can keep themselves and others safe, and makes a positive difference to the world.

- 2.1 Our curriculum has been crafted with resources carefully selected in order for all pupils, including those with SEND to have full access to the whole curriculum. Reasonable adjustments will also be made for those pupils who need it.
- 2.2 PSHE will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and their families, whilst always with the aim of providing pupils with the knowledge they need of the law.
- 2.3 Families of many forms provide a nurturing environment for children. Care will be taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.
- 2.4 The PSHE Curriculum will support pupils to:-
 - Understand what constitutes a healthy lifestyle with a particular focus on good mental health.
 - Understand that the emotional, social and physical changes that take place as pupils grow towards adolescence and adulthood are normal and acceptable.

- Understand safety issues, both in real life and online.
- Develop independence and responsibility for their own actions, which they will take forward into society.
- Respect other people. In particular, pupils will learn to respect the different cultural, ethnic, religious and genders of others in our School community and the wider world.
- Understand that pupils may come from a variety of family situations and have different family backgrounds.
- Understand what constitutes socially acceptable behaviour at School and in society to enable them to be a constructive member of society.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events and respect the right of others to do the same.
- Understand about the range of relationships, including the importance of family for the care and support of children.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be prepared for puberty.

Teaching the Curriculum

We use a range of strategies and resources to teach the PSHE and RSE curriculum, although PSHCE and relationships education is woven through every aspect of school life and curriculum. We have recently reviewed our curriculum in 2023 to include more focussed safety lessons, and to follow the My Happy Mind scheme with a focus on mental health and well-being in weekly PSHCE lessons. Through The Story Project and Empathy Lab we are using books to teach our PSHCE and RSE curriculum, including emotional literacy and empathy, in weekly additional lessons. Some aspects of the RSE curriculum are taught through Science lessons, following NC guidance (see Appendix 1). We use the Jigsaw scheme of learning to teach Sex Education following the Summer 2 'Changing Me' unit of study (see Appendix 2 for overview).

My Happy Mind - This is an NHS backed resource that we use each week to explicitly teach positive mental health. Children from YN – Y6 learn about their brain and how to deal with their emotions. Mindfulness breathing is also taught in these sessions. Parents will have access to the MyHappyMind app so they can view supporting materials for each unit of work.

The Story Project – this is a book-based scheme of work used to teach our pupils the statutory RSE curriculum and the non-statutory PSHE curriculum in an engaging, meaningful way. We have chosen to adjust some texts from the scheme (for example we do not teach or use the conception text in Year 6).

Project Evolve – a resource bank of lesson plans to teach online safety.

Pol Ed – A West Yorkshire Police education programme, written to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

St Johns Ambulance – A bank of lessons to teach children how to stay safe, our KS2 pupils follow the statutory and recommended first aid pathway provided by the St Johns Ambulance

Outside professionals – we also use outside professionals to talk to our pupils about various topics e.g. dental health, healthy eating, drugs/ county lines and online safety. We tell families in advance of these talks and seek permission from families, where required, (e.g. puberty) to join in.

Puberty Talks for Year 4, Year 5 and Year 6 – Pupils in Year 5 and Year 6 and girls in Year 4 will have the opportunity to take part in talks delivered by familiar adults in school; we use NHS resources. The Year 4 and 6 lessons are optional and all information will be shared and discussed with families before the session. The Y5 puberty lesson is statutory as part of the Science curriculum.

Monitoring and Evaluating

- 3.1 Monitoring is an ongoing process that checks the degree to which a policy, programme or scheme of work is being implemented.
- 3.2 Monitoring answers questions such as such as: is the programme effectively managed, are staff clear about their roles and responsibilities and are pupils being taught the programme as planned.
- 3.3 Monitoring activities that we will carry out may include:
 - Lesson visits
 - Regular reviews of the RSE policy, programme and planning

Sex Education

- 4.1 We define sex education as the teaching of and learning about human reproduction. We do not teach sex education lessons at Beckfoot Heaton Primary School. This meets the requirements that says "Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education." (RSE Statutory guidance)
- 4.2 Beckfoot Heaton Science curriculum linked to this policy can be found in Appendix 2

Right to withdraw

- 5.1 Parents do not have the right to withdraw their children from Relationships Education. This is because it is a statutory subject and must be taught by law.
- 5.2 Parents can withdraw from the puberty talks in Year 4 and Year 6. We will inform parents when these talks will take place and invite parents in to look at the teaching materials before allowing parents to choose which sessions they wish their child to attend (if any).
- 5.3 Parents have the right to withdraw from sex education. However, we do not currently teach sex education at Beckfoot Heaton. We review this each year with our families and stakeholders. If we feel there is a specific need for sex education for an individual child or group of children, we would liaise with the families involve before any teaching takes place.

Appendix 1 – Additional Guidance – Roles and Responsibilities

Lead members of staff (Deputy Headteacher and Wider Curriculum Leader)

The lead members of staff will:

- develop this school policy and ensure it is reviewed annually
- ensure that all staff are given regular and ongoing training on issues relating to PSHCE, RSE and how to deliver lessons on such issues
- ensure that all staff are up to date with resource, policy changes, and are familiar with school policy and guidance relating to PSHCE and RSE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHCE and RSE to pupils
- ensure that PSHCE and RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHCE and RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHCE and RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHCE and RSE in school
- communicate freely with staff, parents/carers and the LSC to ensure that everyone is in understanding of the school policy and curriculum for PSHCE and RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHCE and RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

All staff

All staff will:

- ensure that they are up to date with this policy and curriculum requirements regarding PSHCE, relationships and sex education
- report back to Wider Curriculum Leader on any areas that they feel are not covered or inadequately provided for in the school's PSHCE and RSE provision
- attend and engage in professional development training around PSHCE, relationships and sex education provision, when appropriate
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that suggests that the child may be at risk of harm
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHCE and RSE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it

Parents/carers

The school will:

- keep parents/carers informed about all aspects of the PSHCE and RSE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact the Wider Curriculum Leader

Parents will:

- engage with the school's annual information sharing in relation to the RSE and PSHCE curriculum
- share the responsibility of PSHCE and RSE and support their children's personal, social and emotional development
- create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHCE and RSE
- seek additional support in this from the school where they feel it is needed

Additional guidance - Dealing with difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHCE and RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHCE and RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the Wider Curriculum Leader. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions:

- 'That is something that may be covered later on, maybe at high school.'
- 'I can't answer that question, but you could ask your parents/carers.'

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from a senior leader in school.

Ground rules in class are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by, for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and pass them on to a staff member
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules

- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

Appendix 2 – Science National Curriculum

Statutory guidance

National curriculum in England: science programmes of study

Updated 6 May 2015

Year 1 Programme of Study

Animals, including humans Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 Programme of Study

Animals, including humans Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Year 3 Programme of Study

Plants

Pupils should be taught to:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Year 5 Programme of Study

Animals, including humans Pupils should be taught to:

- describe the changes as humans develop to old age

Living things and their habitats Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Appendix 3 – Jigsaw Changing Me

	Week 1	Week 2	Week 3	Week 4	Week 5
Rec	My body	Growing up	Fun and fears	Celebration	
Yr 1	Life cycles	Changing me My changing body	Girls and boys bodies	Learning and growing	Coping with changes
Yr 2	Life cycles in nature Growing from young to old	The changing me	Girls and boys bodies	Assertiveness	Looking ahead
Yr 3	How babies grow	What babies need to grow	Outside body changes	Family stereotypes	Looking ahead
Yr 4	Unique me	Circles on change Girls and NHS puberty (girls only)	Accepting change	Relationships (girlfriends and boyfriends)	Looking ahead
Yr 5	Self and body image	Puberty for girls Puberty for boys (taught separately)	Looking ahead	Looking ahead to Year 6	
Yr 6	Self image	Puberty girl/boy talk (taught separately)	Real self and ideal self	The year ahead (Transition to secondary school)	