

Balcombe C E (C) School



PSHE and RSE Policy

Adopted by Governors: December 2021

Reviewed:

Next Review: December 2022

PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) Policy

Aims

At Balcombe C of E Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, fulfilled lives as caring and responsible members of their community and the wider world.

Under the guidance issued by the Department for Education (DfE) , Relationships Education and Health Education at primary school level is now compulsory. The Sex Education elements within SRE are not statutory. We teach Relationship and Sex Education within a broader PSHE education programme. RSE enhances and is enhanced by learning related to PSHE 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.

Personal, Social, Health Education

Our PSHE curriculum focuses on:

- Health and wellbeing;
- Living in the wider world;
- Relationships.
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Relationships Education (statutory)

Primary Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

RSE is not about the promotion of sexual activity.

Sex Education (non-statutory)

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

At Balcombe CE Primary, we do not plan to cover all these aspects of Sex Education although they may come up in class discussions. We will enable the children to learn about those areas which are suitable and relevant to the Primary age phase - conception, pregnancy and birth.

Through PSHE and RSE, our aim is to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils in line with our Christian Ethos;
- Develop high self-esteem in our pupils and good mental health;
- Ensure an understanding of how to keep themselves and others safe;

- Develop children's communication and social skills so that they can develop positive relationships and friendships with others;
- Help pupils to recognise the value of different types of family life, the implications of parenthood and the needs of the very young;
- Encourage children to recognise the value of intimacy in loving and caring relationships;
- Allow pupils to acknowledge and appreciate difference and diversity;
- Teach pupils how to make informed choices;
- Help pupils begin to develop an awareness of career options and financial matters.
- 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.

How we teach 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, with other aspects touched upon in RE.

PSHE and RSE will be provided through a combination of:

- discrete curriculum time;
- teaching through and in other subjects;
- PSHE activities and school events;
- school assemblies;
- responding to unexpected incidents in school or the wider world.

Pupils also receive stand-alone sex education sessions whilst in year 6, delivered by a trained health professional if available or a teacher. Resources used and aspects covered will be shared with parents of children in year 6 prior to those sessions taking place.

What we teach

We have used the work done by the PSHE Association to inform our PSHE planning and loosely follow their suggested progression and development of skills and concepts.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. The statutory guidance from the DfE detailing what pupils should be taught by the end of Primary School is shown below.

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

Respectful relationships

- 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as in face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

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. Lessons are delivered sensitively, taking account of the fact that some children may have a different structure of support around them eg looked after children or young carers.

Roles and responsibilities

The Governing Body

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

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 components of RSE.

The 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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

The delivery of RSE is monitored by the Headteacher, SLT and governing body through:

- Pupil conferencing
- Parent discussions
- Work sampling
- Planning scrutiny
- Incidental conversations

Policy Development

This policy has been developed in consultation with staff, pupils, governors and parents.

Review

This policy will be reviewed on an annual basis by the Headteacher and Governors.