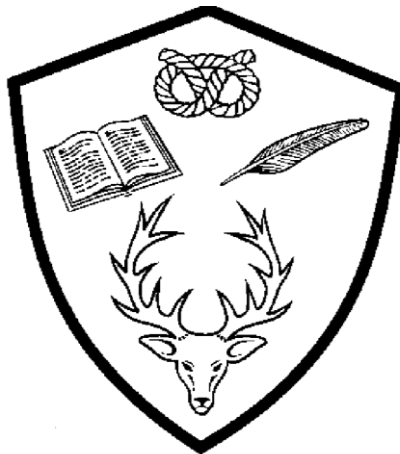


Chase Terrace Primary School

PHSE and Sex and Relationships Education Policy



Together we Learn
Together we Aspire
Together we Succeed

PHSE and Sex and Relationships Education:

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Chase Terrace Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study from Entrust. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social Work Act 2017.

Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, we do deliver sex education lessons which parents have the right to withdraw from (see withdrawal from SRE). These lessons take place in Year 2, Year 3, Year 4, Year 5 and Year 6.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

Rationale

- Effective sex and relationship education is essential if children and young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE education.
- Within national curriculum science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects.
- Sex and Relationships Education (SRE) allows children to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The learning and teaching of SRE should equip children with the information, skills and values necessary to keep themselves safe and develop fulfilling and enjoyable relationships as adults.
- The learning and teaching of PSHE and SRE fits within the broader context of the school's responsibility for the provision of spiritual, moral, social and cultural education.
- SRE provides children with the opportunity to learn about aspects of sex and relationships that they might be too embarrassed to ask or talk about and to address any misconceptions they may have, for example from family, friends, the community or the media.

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. These are listed below:

- Year 1: 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: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

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.

As we already deliver a comprehensive PSHE program, we have reviewed and adjusted it to meet the Department of Education (DfE) expectations (see Appendix 1) and are due to deliver it from September 2020. A detailed overview of the vocabulary taught in each year group is available on request.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were informed and given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for the learning and teaching of sex and relationships at Chase Terrace Primary School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and teaching of PSHE and SRE in broader and curriculum-based aspects.
- To promote confidence and competence in the teaching of PSHE and SRE.
- To promote the ability to discuss potentially embarrassing issues in a mature, non-judgemental and sensitive manner.
- To promote speaking and listening skills through discussion about feelings and relationships, introducing and utilising appropriate vocabulary.
- To promote the importance of positive relationships with family, friends and partners.
- To provide opportunities to discuss the children's thoughts and feelings in a safe, non-judgemental environment.

Children

- To develop the ability to keep themselves safe and healthy through an understanding of what constitutes appropriate behaviors in relation to aspects covered within PSHE and SRE learning.
- To develop an understanding of the nature of relationships.
- To develop an understanding of the names and functions of parts of the body (identified in the SRE scheme of work available on request.)
- To develop an awareness of changes in the body during puberty.
- To develop self-confidence.
- To develop a greater understanding of how to lead a healthy lifestyle.
- To develop an understanding of self-respect and respecting others.
- To develop the ability to talk about their thoughts and feelings confidently.
- To develop the ability to listen to the thoughts and feelings of others in a respectful and non-judgmental way.
- To develop the skills to discuss moral issues in a constructive way.
- To develop an understanding of what constitutes sexual abuse/exploitation and where to seek advice if they are worried about any sexual matters.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching PSHE and SRE.
- To support their children with their learning of PSHE and SRE through further discussion at home.
- To communicate and work with the school whenever further support is needed to develop their children's PSHE and SRE understanding.
- To have the opportunity to discuss any concerns with the class teacher, PSHE and SRE Subject Leader or Head Teacher.

Governors

- To be understanding and supportive of our aims in learning and teaching of PSHE and SRE and review the PSHE and SRE policy every two years.

Curriculum

Our curriculum covers a range of topics (see Appendix 2.)

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.

Delivery of RSE

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).

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 (the term 'families' can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

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Implementation of the PHSE and Sex and Relationships Policy

1. Teaching SRE units

- SRE units will be taught as part of the PSHE scheme of work from Foundation Stage up to and including Year 6.
- A progression of lessons for will be taught over each year. The lessons that are taught will combine both SRE and PSHE learning objectives to help the children make links between similar themes.

2. Class Teachers

- All teachers have a responsibility to deliver sex and relationship education based on the guidance of coverage as stated in the national curriculum.

3. Subject Leader

- The PSHE and SRE Subject Leader has a responsibility to implement and monitor adherence to policy. Year groups should plan together to ensure continuity and progression in sex and relationship education.

4. Disclosures

- If any child should disclose any sensitive information to a member of staff, the member of staff should contact the designated child protection teacher immediately.

5. Co-educational lessons

- Boys and girls should be educated together for PSHE and SRE lessons but where teachers feel necessary, especially in Years 5 and 6, they should be taught in separate gender groups to give girls and boys the opportunity to explore their own feelings around their bodily changes.

6. Children's questions

- When children ask questions concerning sexual matters, members of staff will answer that question in a professional manner, giving the age-appropriate information for the child involved. Members of staff will answer questions in a clear and simple fashion and will speak to parents/carers if appropriate. Children will also be encouraged to discuss such issues with their parents/carers.

7. Resources

- All resources used in both SRE and PSHE lessons will reflect a realistic picture of the wider community.

8. Parents/Carers

- Our school aims to involve parents/carers in their child's learning as much as possible and, as such, informs them annually of the content of their child's PSHE and SRE learning.

9. Withdrawal from SRE

- Parents do not have the right to withdraw their children from relationships education. Parents/carers can choose to withdraw their child from PSHE lessons where sex education content is being delivered these lessons are listed below:

Year 6: Conception and pregnancy and giving birth.

- However, a child cannot be withdrawn from sex education where it is taught in the science national curriculum. Therefore, children who are withdrawn from SRE lessons will still receive biological information but will not be taught in the context of relationships. In the instance that the right to withdraw is exercised, parents/carers should be aware that SRE could arise naturally from class discussion. If a parent wishes to withdraw their child from SRE this needs to be done in writing to the Head Teacher. Concerned parents can discuss the scheme of work with the Class Teacher and explore the resources that are used for teaching SRE.

10. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by managing the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.

- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.
- e) Providing information to parents/carers about the PSHE and SRE curriculum

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Part of the assessment of each PSHE unit which includes SRE will be undertaken by class teachers who will decide whether or not each child has met their intended learning objectives.
- Pupils in KS2 will take part in self-assessment at the start and end of each unit.
- Interviews with both teachers and pupils lead by the PHSE and SRE Subject Leader will indicate the effectiveness of the units taught, what was positive about the experience and what could be improved.
- PSHE and SRE can be assessed in a variety of ways including: written assignments, discussion, quizzes, images and observation.

Inclusion (please refer also to the School's Single Equality Act policy)

- Inclusive practice in PSHE and SRE should enable all children to achieve their best possible understanding of the content, whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or progress in their learning.

External Agencies

- The school leads the programme but outside visitors may have a role. The school's visitor policy will be followed.

Monitoring and Review

- The Head teacher, Senior Leadership Team and SRE Subject Leader will monitor the effectiveness of this policy on a regular basis.

Date approved by Governing Body: Autumn 2024

Date approved for review: Autumn 2025

Appendix 1: RSE Curriculum

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Appendix 2 PHSE Curriculum Overview:

	My Feelings	Listening and following instructions	Taking on challenges	My Wellbeing	Special relationship	My Friends and family
Early Years	Learning to name and identify a range of feelings and emotions. Having a go at implementing some strategies to regulate our feelings.	Practicing the skills of listening carefully and learning why this is important.	Learning practically how to persist in the face of a challenge and why this is important.	Understanding ways to keep our mind and bodies healthy.	Naming people who are important to us and recognising who we can trust. Recognising our strengths and interests and understanding differences.	Celebrating friendships and special relationships. Recognising what it takes to be a good friend and understanding the importance of teamwork.

Yellow – Safeguarding curriculum elements

Unit	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Wellbeing
Year 1	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.	<ul style="list-style-type: none"> • Who to turn to if I am unhappy. • Healthy body, healthy mind and the importance of sleep. • Muscle relaxation.
Year 2	Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mind-set and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.	<ul style="list-style-type: none"> • Looking out for people around us. • Developing a growth mind-set. • Breathing techniques.
Year 3	Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying and, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.	<ul style="list-style-type: none"> • My superpowers. • Breaking down barriers around me. • Stretches.

<p>Year 4</p>	<p>Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.</p>	<p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.</p>	<p>Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p>	<p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.</p>	<ul style="list-style-type: none"> • A positive difference. • Celebrating mistakes. • Diet and dental health. • Visualisation.
<p>Year 5</p>	<p>Developing an understanding: of families, including marriage and forced marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and peer on peer abuse and what influences a bully's behaviour; learning to appreciate our attributes.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; Introduced to NSPCC it's not ok. Child exploitation introduced to children and how to report this. Learning about online safety including online abuse and grooming, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	<p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p>	<p>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.</p>	<ul style="list-style-type: none"> • Being responsible. • Going for goals. • The importance of rest. • Yoga
<p>Year 6</p>	<p>Learning: to resolve conflict, through negotiation and compromise; about respect,</p>	<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and</p>	<p>Learning about: the reliability of online information and the impact of social media, the changes experienced</p>	<p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity</p>	<p>Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs</p>	<p>Identity</p> <p>Three lessons on the theme of personal identity, gender identity and body image.</p> <p>Wellbeing</p>

	<p>understanding that everyone deserves to be respected and about grief.</p>	<p>how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<p>during puberty (encouraging body positivity) how a baby is conceived and develops, the risks associated with alcohol and drugs and exposed to county lines. Taught how to administer first aid to someone who is choking or unresponsive. Child exploitation and FGM introduced and children to be taught ways to report this. Knowing about ways to keep others safe in the local area including gang and knife crimes.</p>	<p>and national democracy.</p>	<p>available.</p>	<ul style="list-style-type: none"> • Our social media selves. • Resolving conflict and compromise. • Taking responsibility for my health. • Resilience toolbox.
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