



Personal, Social, Health and Economic Education Policy (PSHE)

Relationships and sex education policy

2021-2022

Version: **July 2021**

Ratified by the Board of Trustees

Signed by the Board of Trustees

To be reviewed annually

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1. Aims

1.1. Through our PSHE/RSE curriculum, we aim that our pupils will:

- Develop spiritually, morally, socially and culturally;
- Acknowledge and appreciate difference and diversity;
- Develop self-confidence and self-responsibility;
- Value themselves and others;
- Be, as much as possible, independent, responsible and active members of the school and the local community;
- Learn to make informed choices;
- Be participants in a positive, democratic society;
- Understand what constitutes a safe and healthy lifestyle;
- To experience, form and maintain positive relationships;
- Understand and manage their emotions;
- Use the correct vocabulary to describe themselves and their bodies and are prepared for puberty;
- Have opportunities to consider issues which may affect their own lives and/or the lives of others;
- Acquire a wide and varied range of developmentally appropriate knowledge and skills that promote the three key themes of family, friendship and safety.

2. Statutory requirements

2.1. As a primary academy school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

2.2. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach the Science National Curriculum programmes of study.

2.3. In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

2.4. At Kingsbury Academy we teach PHSE/RHE as set out in this policy.

3. Policy development

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

- a) Review - a member of staff pulled together all relevant information including relevant national and local guidance.
- b) Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
- c) Parental/Stakeholder consultation - parents/stakeholders were invited to feedback on the policy during the consultation period.
- d) Ratification - once amendments were made, the policy was shared with the Board of Trustees and ratified.

4. Definition

4.1. At Kingsbury Academy RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. It goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships.

5. Curriculum

5.1. Our curriculum is set out as per Appendix 1, this will be adapted, as and when necessary.

5.2. We have developed the curriculum in consultation with stakeholders, taking into account the age, development, 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 do not seek answers online.

6. Delivery of RSE

- 6.1. 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).
- 6.2. For more information about our curriculum, see our curriculum map in Appendix 1.
- 6.3. Relationship's 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

7. Roles and responsibilities

8. The board of trustees

- The board of trustees will approve the RSE policy and ensure it is up-to-date and made available.
- The headteacher
- The Head Teacher will hold the PHSE/RSE coordinator to account for its implementation.

9. PHSE/RSE Coordinator

- Lead the review of the PHSE/RSE policy
- To ensure that resources utilised are relevant and appropriate to the needs of the pupils.
- Ensure that the staff have necessary skills, confidence, knowledge and resources in order to deliver effectively.
- Develop and maintain an effective assessment and monitoring system.

10. Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

10.2. 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 Head Teacher.

11. Pupils

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

12. Working with Parents/Carers

12.1. We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE/SRE programme for our pupils at the school. The PSHE/SRE we deliver is designed to support the important role of parents in this area.⁴

13. Parents' right to withdraw

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

14. Training

14.1. Staff training on the delivery of RSE is included in our continuing professional development calendar.

14.2. The PHSE/RSE lead will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

15. Monitoring arrangements

- 15.1. The delivery of RSE is monitored by Clair Nutt (PHSE Lead) through:
- Planning scrutiny
 - Learning Walks
 - Lesson Observations
 - Moderation of pupil work
- 15.2. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 15.3. This policy will be reviewed by Clair Nutt (PHSE Lead) annually. At every review, the policy will be approved by the board of trustees.

16. Guidance used

- 16.1. Statutory guidance: Relationships education, relationships and sex education (RSE) and health education (July 2020) , Equality Act 2010 and Keeping children safe in education (September 2020).

17. Appendix 1: PHSE/RSE Curriculum map



Formal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Me & My Family	Clean as a Whistle	Feelings	Healthy Me (Mind and Body) MH	Growing up and Keeping Safe SG	People who help us	
KS1	2019-2020	What is the same and different about us?	Who is special to us?	What helps us to stay healthy? MH	What can we do with money?	Who helps us to keep safe? SG	How can we look after each other and the world? FBV
	2020-2021	What makes a good friend?	What is bullying? SG	What jobs do people do?	What helps us to stay safe? SG	What helps us grow and stay healthy? MH	How do we recognise our feelings?
KS2	2019-2020	How can we be a good friend? FBV	What keeps us safe? SG	What are families like?	What makes a community? FBV	Why should we all eat well and look after our teeth?	Why should we keep active and sleep well? MH
	2020-2021	What strengths skills and interests do we have? FBV	How do we treat each other with respect? FBV	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment? FBV	How can we manage risk in different places?
	2021-2022	What makes a person's identity? FBV	What decisions can people make with money?	How can we help in an accident/emergency?	How can friends communicate effectively?	How can drugs common to everyday life affect health? SG MH	What jobs would we like?
	2022-2023	What changes happen as we grow and how can we keep healthy?		How can the media influence people? SG		What happens next? How do friendships change as we grow?	

<u>Semi Formal</u>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Me & My Family	Clean as a Whistle	Feelings	Healthy Me (Mind and Body) MH	Growing up and Keeping Safe SG	People who help us
KS1	2019-2020	Self-Awareness People who are special to us	Healthy Lifestyles Healthy Eating	Managing Feelings Identifying and expressing feelings MH	Self-Care, Support and Safety Taking Care of ourselves	Changing and Growing Baby to adult	The World I live In Respecting differences between people FBV
	2020-2021	Self-Awareness Kind and unkind behaviours SG	Healthy Lifestyles Healthy Eating	Managing Feelings Managing strong feelings MH	Self-Care, Support and Safety Keeping Safe SG	Changing and Growing Different types of relationships SG	The World I live In <u>Jobs</u> people do
KS2	2019-2020	Self-Awareness Playing and working together	Healthy Lifestyles Taking care of physical health MH	Managing Feelings Identifying and expressing feelings MH	Self-Care, Support and Safety Trust	Changing and Growing Dealing with touch	The World I live In Rules and Laws FBV
	2020-2021	Self-Awareness Things we are good at	Healthy Lifestyles Taking care of physical health MH	Managing Feelings Managing strong feelings MH	Self-Care, Support and Safety Keeping safe online SG	Changing and Growing Changes at puberty	The World I live In Taking care of the environment
	2021-2022	Self-Awareness Getting on with others	Healthy Lifestyles Keeping Well MH	Managing Feelings Identifying and expressing feelings MH	Self-Care, Support and Safety Public and private SG	Changing and Growing Changes at puberty	The World I live In Belonging to a community
	2022-2023	Expressing Opinions		Keeping Safe SG		Coping with change MH	

18. Appendix 2:

18.1. These are the expectations set by the Department for Education for what all pupils should know by the end of Primary School:

19. 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 other people's 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

20. 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

21. 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 cyber-bullying), 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

22. 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 to face-to-face relationships, including the importance of respect for others online (even 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

23. 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

24. Changes

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Policy development		4	3

