

**Curriculum Policy for Personal, Social, Health, Economic
Education and
Relationships and Sex Education
PSHE and RSE**

Dove Bank Primary School



Approved by:

Date:

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Next review due by: 5th April 2026

Dove Bank Primary School

PSHE and RSE Policy

Aims

We aim for children to leave Dove Bank as confident, creative individuals who welcome challenge and are ready to take their place as members of the global community. Through our unique curriculum and through the values that underpin all aspects of school life, we teach our children to know about, like and believe in themselves; to show empathy, understanding and respect for others, to build positive relationships with peers and adults and to keep themselves safe. We believe that equipped with these skills, the children will be more likely to go on to become young people and adults who respect and look after themselves and others, who can build and maintain positive, healthy relationships and who can keep themselves physically and emotionally safe.

Based on guidance from the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019, the teaching of RSE should provide pupils with the knowledge and understanding to support themselves through their physical and emotional development, enabling them to embrace the challenges of creating a happy and successful adult life. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships and Sex Education (RSE) gives pupils the knowledge and understanding to support themselves through their physical, emotional and moral development. Pupils will be given accurate, age-appropriate information and helped to develop skills and values that will enable them to understand difference and respect for themselves, and others. They will also be helped to understand and to deal with prejudices.

The aims of RSE are:

- To present the children involved with age-appropriate, factual information about RSE and to encourage them to understand the consequences of decisions and actions which they may make.
- To encourage discussion and to examine concepts and opinions about healthier and safer life styles.
- To develop the children's knowledge and understanding about the services available and involved in this area.
- To encourage awareness, respect and responsibility for others and themselves.
- To enable the children to develop the skills necessary to keep themselves physically and emotionally safe and to protect themselves from exploitation and abuse
- To prepare all pupils for the future, regardless of sexual orientation or gender identity.
- To promote positive attitudes towards all types of family relationships, including same-sex relationships or relationships which include transgender people.

Delivering the Curriculum

The subject leader, alongside the curriculum leader, has created a curriculum overview to teach No Outsiders, PSHE and RSE.

No Outsiders is a scheme of learning where the children will be taught a variety of different themes relating to culture, diversity, disability and inclusion. These sessions will be taught through a story in the first week of every half term.

PSHE is taught through discrete lessons, following the PSHE Association objectives. A medium-term plan has been written to include statutory objectives and parts of these themes have been taken out and are covered in the RSE scheme of learning.

RSE is taught through discrete sessions, using the scheme from Christopher Winter, delivered by the class teacher, and is also embedded within the science curriculum. A range of assemblies and events throughout the year also promote the values, skills and knowledge within that underpin RSE: learning about ourselves and our bodies; learning about other people and the similarities and differences between us; learning to respect others regardless of our differences; learning how to build positive relationships and learning how to keep ourselves safe. This includes events such as NSPCC Pants, NSPCC assembly on 'speak out, stay safe', and Internet and Online Safety Day. Language relating to RSE is introduced at an age-appropriate level and in accordance with the school's agreed RSE vocabulary scheme (appendix 1).

Guidance from the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019, which will be statutory from September 2020 states that by the end of primary school children should know:

Families and people who care for me	<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 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	<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.

	<ul style="list-style-type: none"> • 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	<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	<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	<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.

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| | <ul style="list-style-type: none">• 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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At Dove Bank Primary School, this content is delivered across the Key Stages at an age-appropriate level and is embedded within our whole school curriculum, ethos, and approach. Each class has a floor book in which learning will be recorded every week.

Early Years

During EYFS, children are taught how to recognise and express their feelings as well as how to respond to other people's feelings. They are taught to be sensitive to the needs, views, and feelings of other people around them. Children are also taught to show respect for the culture and beliefs of others. Children are taught to consider the consequences of their words and actions and to understand what is right and wrong. They learn about themselves and their bodies, including the names of different parts of the body and that some parts of the body are private. Children are taught to respect each other's' personal space and to tell an adult if anything makes them feel uncomfortable or scared.

Key Stage 1

During Key Stage 1, children are taught to identify and accept the differences and similarities between people and to treat others with respect. They have opportunity to think about people who are important to them and to describe different relationships in their lives. They learn that families can be made up in lots of different ways. Children learn about how to keep themselves safe in a range of contexts and about the difference between secrets it is ok to keep and information they should pass on to an adult. They learn about the differences between boys and girls and the names for male and female body parts. They learn that making new life needs a male and a female, and that human babies develop in their mummy's tummy before being born.

Key Stage 2

During Key Stage 2 children develop their skills for empathising with others and learn to use this when resolving problems or conflicts in their relationships. They learn about the importance of compromise but also to recognise when to stand up for what they think is right. They are taught to recognise behaviours that are unhealthy in a relationship and to recognise bullying and abuse in many forms. Children are taught about discrimination and to recognise and challenge stereotypes. They learn about the differences between and the words associated with sex, gender identity and sexual orientation. They learn to keep themselves safe both physically and emotionally in a growing range of contexts, including online. They learn to recognise bullying behaviours, including cyber-bullying and to identify requests from others that could put them in danger, including online.

When learning about how the body works and changes during puberty, learning focuses on the physical and emotional changes of puberty. Children learn about the internal and external physical differences between male and female bodies. They learn about reproduction and growth, including

some facts about conception and pregnancy. This gives the children the opportunity to raise questions and address concerns about puberty, including showing them where to get help and support.

Equal Opportunities

All children are provided with equal access to the RSE curriculum. We aim to provide suitable learning opportunities for all children, regardless of gender, ethnicity, religion, socio-economic background, SEN or any other distinction.

Answering Difficult Questions

Prior to starting any discrete sessions with children about RSE, teaching staff will establish a set of ground rules which everyone will follow.

- If a question is too personal, teaching staff will remind the child about the ground rules
- If a child needs further support, they will be referred to the school nurse or an outside agency (authorised by the Headteacher)
- If a question is felt to be too explicit, it will be acknowledged and the teaching staff will meet the child who has asked the question later, with another member of staff
- If the answer to a question is not known, the teaching staff will state that the answer can be researched
- Any concern about sexual abuse or abuse of any kind, will be followed up under the child protection and safeguarding procedures – the designated safeguarding officer must be notified IMMEDIATELY

Parental Involvement and Right to Withdraw

Parents will be notified prior to any discrete sessions that are taught about RSE. Parents will not be notified of sessions covering aspects of the RSE curriculum where this learning is not discrete, but part of a topic or unit of work. All planning and resources for units of work that are taught will be available for any parent to see on request.

Parents wishing to withdraw their child from all or part of the sex education curriculum, must inform the school in writing of their decision and the reason for it by emailing Sally Dakin (Headteacher). Parents cannot withdraw children from relationships education, health education or national curriculum science.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We therefore will:

- inform parents about the school's relationships and sex education policy and practice;
- make all planning and resources for units of work that are taught available for any parent/guardian to see upon request;
- notify parents of any external visitors who may be teaching RSE;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;

- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

In the case of events and assemblies which are aimed at protecting children from abuse, for example the NSPCC's Speak Out, Stay Safe, parents may not be informed in advance. This is in accordance with NSPCC advice to ensure that any children who are being abused are not kept off school to avoid the session.

Visitors

Where staff feel it is appropriate, external agencies will be used to support the delivery of the RSE curriculum. Visitors, including volunteers from the NSPCC, help promote messages about keeping safe.

Confidentiality

All staff who are involved in the teaching of RSE will work within the child protection guidelines and in the case of a disclosure, will make a clear statement that while they will listen to any questions or concerns that every child has they cannot guarantee a child absolute confidentiality. Confidences will be shared with a member of the safeguarding team in school if a member of staff feels that this will help them to deal with an issue that arises. Any disclosure will follow the procedures set out in our Safeguarding Policy.

RSE Vocabulary Reception – Year 6

2023/2024

The following table identifies the new vocabulary introduced at each key stage. Although this list is not exhaustive, teacher judgement will be used accordingly for any other vocabulary that is deemed necessary during a particular lesson. As children progress through school, previously taught vocabulary will continue to be reinforced.

EYFS	Private parts, visible body parts. Feelings, happy, sad, confused, lonely, worried, surprised, excited, scared, angry Sharing, taking turns, sorry, thank you, please, manners, Golden rules, behaviour, consequence, A good friend, Baby, child, adult, mum, step-mum, dad, step-dad, partner, boyfriend, girlfriend, aunt, uncle, sister, brother, step/half-brother/sister,
KS1	Birth, newborn, gender, Vagina, penis, testicles, nipples, breasts (and names of visible body parts) Emotion, nervous, frustrated, confident, embarrassed, guilt, empathy, sympathy, uncomfortable, unhappy, pride, Secret, kindness, care, respect, compromise, hurtful, violence, Fostering, adoption, relationship Disability, similarities, differences, Internet safety, online, bullying
LKS2	Reproduction, womb, egg, sperm, fertilisation, gestation, menstruation, erection, wet dream, genitalia, vagina, penis, testicles Puberty, changes in body shape, emotion, Equality/ inequality, rights, responsibility, negotiation, citizen, Self-esteem, grief, conflict, perspective/ viewpoint, Cyber bullying, bystander, victim, Abuse, neglect
UKS2	Fallopian tubes, ovary, umbilical cord, foetus, gestation, semen, erection, ejaculation, sexual intercourse, wet dreams, circumcise, foreskin, labia, urethra, pubic hair, periods, menstruation, sanitary towels, deodorant, Social media, grooming, predator, sexual offender, consent, intimacy, fear, intimidation, influence, self-harm, Sexual orientation, gender identity, transgender, transsexual, lesbian, gay, bisexual, asexual, pansexual, homophobia, prejudice. Stereo-type, discrimination