



eastbury
primary
school



Partnership Learning

PSHE including sex education Policy

Approved Date: Spring 2023

Review Date: Spring 2025

Primary PSHE including Sex Education Policy

Eastbury Primary School

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school's:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy

1. School Background Information

1.1	Type of School	Primary
1.2	Member of Healthy Schools Scheme since	2014
1.3	Average No. on roll	TBC
1.4	No. of classes in year	4
1.5	Ethnic Breakdown	
1.6	Gender	Mixed

2. Key contacts

2.1	Safeguarding Lead:	Claire Trench
2.2	PSHE Lead:	Emma Manning
2.3	Lead Governor:	Huma Raza

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. Purpose of PHSE Policy

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching PSHE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and carers information about their involvement with PSHE
- 4.4 Give a clear statement on what the school aims to achieve from PSHE and why it thinks PSHE is important
- 4.5 Clarify the content and manner in which PSHE is delivered

5. How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils, staff, parents and carers, and wider community partners.

6. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019.

Expectations on primary schools are as follows:

- 6.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- 6.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

7. Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the new statutory Relationships and Health Education (refer to point 10.5), we will be delivering two lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is created. We feel these lessons are important as they address many of the questions that children have, and are taught in the context of healthy adult relationships. Prior to these lessons, we will clarify precisely which lessons sit within sex education, and outline your right to withdraw your child.(refer to point 17).

8. Aims of PHSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings, and be able to protect themselves and ask for help
- Develop skills to make (and maintain) positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for the children's own actions
- Know where to get confidential advice and support

9. Moral and Values framework

PSHE will be delivered within the school's agreed aims, values and moral framework (which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community). This will also be delivered within the school's agreed equal opportunities framework.

Relationship and Sex Education (RSE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex, sexuality and sexual health.

Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

PSHE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

10. Content and Organisation of the Programme

10.1 Timetable allocation - 50 mins /week

10.2 Groupings - Same Sex groupings and Single sex

10.3 Staff Involved -The PSHE will be delivered by the Class Teacher. It is important to note that where outside visitors help to deliver PHSE they are not there to replace teachers, but to enrich existing programmes by supporting the school.

10.4 Where taught - Dedicated PSHE lessons

10.5 Curriculum Content - Jigsaw PSHE scheme of work and Christopher Winter's Project

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

10.6 How it is taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships. Each pupil will sign this agreement. and reminded of it at the start of each lesson.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed, may be in group activities, or on a one-to-one basis or through a worry box as appropriate.
- Where appropriate lessons can be separated into gender appropriate groups.
- Resources have been assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the PSHE, a variety of teaching and learning styles are used including videos, information sheets, pamphlets, visual aids and models, games and role-play

11. Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+

- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

12. Meeting the Needs of SEND Pupils

These lessons are also accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing training for teachers.

13. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

14. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

15. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of PSHE, all those contributing to the programme are expected to work within the aims listed above.

16. Training staff to deliver PSHE

It is important that staff delivering PSHE lessons within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training course. Training could include:

- What to teach and when
- Leading discussions about attitudes and values

- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

17. Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme and will be invited to a meeting at school (or via remote access) prior to the summer term lessons.

From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education, or those which are also part of the Science Curriculum. However, from September 2020 Parents do have the right to withdraw their child from specific lessons which apply to **only** Sex Education (as outlined above).

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the RSE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RSE in the school.

Parents of year 6 children have a right to withdraw their children from the 'sex education' elements of RSE lessons (as outlined in point 7). If a parent wishes to withdraw their child from this, we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

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

18. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to PSHE both in and outside of lessons. This means that children who are withdrawn from a lesson, may also ask a question in relation to PSHE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as other children or the internet.

19. Working with the Wider Community

The following individuals were consulted in the development of this policy:

- School First aider, health professionals, Support agencies

20. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE or who may be involved in its delivery.

18.1	Frequency of monitoring	Annually
18.2	Review to reflect current good practice	Annually
18.3	Review to reflect new legislation	When appropriate
18.4	Date of next review	16.3. 24

Written by: Emma Manning

Role: PSHE Lead

Next Review Date: 16.3.24

The guidance should be read in conjunction with:

- [*Keeping Children Safe in Education*](#) (statutory guidance) (2019)
- [*Respectful School Communities: Self Review and Signposting Tool*](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [*Behaviour and Discipline in Schools*](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [*Equality Act 2010 and schools*](#) (2010)
- [*SEND code of practice: 0 to 25 years*](#) (statutory guidance) (2015)
- [*Alternative Provision*](#) (statutory guidance) (2013 – updated 2016)
- [*Mental Health and Behaviour in Schools*](#) (advice for schools) (2018)
- [*Preventing and Tackling Bullying*](#) (advice for schools, including advice on [*cyberbullying*](#)) (2017)
- [*Sexual violence and sexual harassment between children in schools*](#) (advice for schools) (2018)
- [*The Equality and Human Rights Commission Advice and Guidance*](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [*Promoting Fundamental British Values as part of SMSC in schools*](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

Appendix 1

Parent form for withdrawal from Sex Education within RHSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	