

Personal, Social, Health and Economic Education and RSE Policy



Policy Written By: Charlotte Morrissey (PSHE Subject Lead)

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Introduction

This policy sets out our school's approach to statutory and non-statutory Relationships and Sex Education (RSE).

PSHE stands for **Personal, Social, Health and Economic education**. In primary school, it helps children develop the knowledge, skills and understanding they need to stay healthy, safe and prepared for life both now and in the future. PSHE supports children's emotional wellbeing, relationships, confidence and understanding of the world around them. It is taught through class discussions, activities, stories, role play and themed lessons.

At Highfield Community Primary School, we aim to equip students with knowledge and skills for a healthy life in modern Britain. Our PSHE curriculum has been designed to help children meet academic goals and become responsible members of society.

Aims of the RSE Policy

The aim of our Relationships and Sex Education (RSE) program is to provide pupils with the knowledge, skills, and attitudes they need to lead healthy, safe, and fulfilled lives. We use the Kapow Primary scheme to:

- **Establish a "spiral curriculum"** where key concepts (Families, Health, Safety, Citizenship, and Economic Wellbeing) are revisited annually with increasing depth.
- **Foster positive relationships** based on mutual respect, kindness, and understanding of diverse family structures.
- **Promote body autonomy** and personal safety, specifically using the **NSPCC's PANTS (Underwear Rule)** to teach that "privates are private" and how to report concerns.

Curriculum Design and Resources (KAPOW scheme of work)

To ensure progression and a spiral curriculum, we use Kapow, as our chosen teaching and learning programme and tailor it to the children's needs. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. As well as this, we use Picture News, NSPCC, Financial literacy and Change Talks to meet the needs of our children.

PSHE lessons (which includes our RSE content) are categorised into five key topics, which we return to progressively in each year group, making pupil's prior and future learning clear. Topics will include:

- Family and relationships
- Health and wellbeing
- Safety and the changing body

- Citizenship
- Economic wellbeing

PSHE taught for 45 minutes to 1 hour each week. There are close links with other subjects such as Computing where online safety is also taught. Many aspects of PSHE are also taught or revisited through whole school assemblies. Each week, our key stage assemblies are linked to a PSHE theme.

Children with Special Educational Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Sex Education. This will be coordinated alongside the SENDCo and be appropriate for the specific needs of individuals.

Creating a Safe and Supportive Learning Environment

Teachers will create a safe learning environment by establishing ground rules with the pupils. All pupils will have the right to 'pass' if they do not want to answer a question.

In both key stage 1 and key stage 2, children are able to use an 'Ask it Basket'. This ensures that children are given the opportunity to ask questions anonymously and allows teachers time to answer questions.

All staff teaching RSE will be given support by the headteacher and the subject lead.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Sex Education

Sex education is not compulsory in primary schools. However, we have made the decision at Highfield to teach sex education to ensure children are suitably prepared for transition to secondary

school. It is essential that any aspects of sex education taught in primary schools are appropriately tailored to the age, physical and emotional maturity of the pupils.

Right to Withdraw from Sex Education

The statutory guidance for Relationships Education and Health Education came into effect in all primary schools from 2020, including academies, free schools and independent schools. In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Procedure for Withdrawing Pupils

Sex Education is taught in Year 6 by the class teacher. Parents receive a letter explaining the content of the lesson. So staff are aware that parents have received and read the letter, parents are asked to reply to the message with permission for their child to take part in the Sex Education lessons. If parents or carers would like to withdraw their child, they must state this in the message to the class teacher. We understand that there are different reasons for wanting to withdraw children from sex education lessons, however our staff have received training in delivering RSE and understand how to approach it in a way to support the needs of our children.

Children who are withdrawn from a lesson will work in another room with a member of staff.

Roles and Responsibilities

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Relationships and Sex Education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The PSHE Association states that, "Headteachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child')."

The Role of the Subject Lead

The subject lead will deliver staff meetings, monitor and evaluate and design the PSHE curriculum. The lead will also engage parents within PSHE and answer any questions parents or carers may have.

The Role of the Teachers

- Establishing a safe learning environment
- Assessment and tracking
- Adapting lessons and the curriculum
- Answering 'tricky' questions
- Safeguarding and disclosures
- Teaching the content of the PSHE/RSE curriculum

Confidentiality

Teachers conduct Relationships and Sex Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent or follow other appropriate procedures. All Key Stage 2 classes have an 'SRE Question box' in their classroom during the half term in which they are being taught SRE, so that they can ask questions anonymously.

Delivering RSE

RSE lessons are delivered by teachers or HLTAs. All Sex Education lessons are delivered by the class teacher (depending on gender). We try to ensure that children are being taught by a familiar adult. It is important that they feel comfortable in these lessons.

Engaging parents and other stakeholders

At the start of the academic year, an overview of PSHE is sent out to parents. This outlines what the children will be learning during the year. When we invite guests and visitors,

Equal Opportunities Statement

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Safeguarding

Staff are aware that sometimes disclosures may be made during these sessions, in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, our school safeguarding policy for managing disclosures is followed.

External providers

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers are present during these sessions and remain responsible for the delivery of the KAPOW PSHE programme.

Reviewing Policy

This policy will be reviewed in 12 months' time (21st May 2025)