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Jeremiah 17: 7 - 8

PSHE & RSE Education Policy – Consulted with all stakeholders January 2022

Date of policy: December 2021

Members of staff responsible for PSHE Education: Lizzie O'Neill

Executive Headteacher: Marie Mann

Review date: December 2023

Our Federation vision and values are at the root of the curriculum. We seek to give our children healthy roots, to enable them to learn and live fruitful lives: to love one another, to care for the environment in which they are planted and the wider world, and to grow in whatever they do.

We have high aspirations for all our children and expect them to achieve the highest standards. We have designed a curriculum that is exciting and challenging, which stimulates and enthuses, and which develops them as rounded individuals with deep rooted knowledge, skills and the cultural capital they need to succeed in life.

Our core aims are to provide a curriculum that empowers the children to be:

ASPIRATIONAL

RESPECTFUL

RESILIENT

We believe that by having these three aims at the root of our curriculum this will equip our pupils to LIVE FRUITFUL LIVES and to LEARN, LOVE and GROW.

How this Policy was developed

This policy was written by Marie Mann (Headteacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Legal requirements of schools

We at The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

What Personal, Social, Health and Economic (PSHE) education including Relationships & Sex Education (RSE), is:

RSE and PSHE is about the emotional, social and cultural development of pupils, and involves learning about healthy lifestyles, positive relationships with others, sexuality, the changes experienced when growing up, diversity and personal identity. RSE and PSHE involves a combination of sharing information, and exploring issues and values. It involves keeping children safe both on and off-line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

The school's PSHE provision supports the school's aims of developing ambitious and resilient citizens and learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Our PSHE program themes are designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education, RSE, is provided and who is responsible for this?

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools we use SCARF to support planning, delivery and assessment of PSHE and RSE. SCARF is a comprehensive scheme of work for PSHE and Wellbeing education. We cover all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We adapt the scheme of work where necessary to meet the local circumstances of our federation, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

We follow six half-termly units across the federation:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values (respect of self and of others);
- Keeping Myself Safe: looking at keeping ourselves healthy and safe
- Rights and Responsibilities: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mind-set (resilience), goal-setting and achievement (being aspirational);
- Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the Executive Headteacher to discuss their training needs.

Assessment is completed by the class teacher and lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children.

What is being taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education, we have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, 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 don't seek answers online. We use the '[Busy Bodies](#)' resources to teach sex education.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5 & 6 only)
- How a baby is conceived and born, whether through sexual intercourse or IVF (Year 6 only)

This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Our school acknowledges different ethnic, religious and cultural attitudes but teach children where these break UK law or contravene on the school's safeguarding policy e.g. FGM, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

For more information about our RSE and PSHE curriculum, see Appendix 1.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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).

How PSHE education, including RSE, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed-gender groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures as outlined in our federation [Child Protection Policy](#) which can be found on the school website.

SEND

As far as possible children with special educational needs should follow the same PSHE and RSE curriculum as other students. The needs of individual children will be taken into account and consultation with parents if it is considered inappropriate for a child to take part in a specific lesson.

Roles and responsibilities

The Governing Body

The Governing Board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 headteacher. Class teachers will be responsible for the teaching of RSE in their classrooms.

Pupils

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

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Executive Headteacher.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Executive Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Executive Headteacher, PSHE lead and governors through learning walks, pupil conferencing, evidence in books and work on classroom walls. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Executive Headteacher bi-annually. At every review, the policy will be approved by the governing body.

Appendix 1

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
 (Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
EYFS (Cycle A 2021/2022 & Cycle B 2022/2023)	What makes me special? People close to me – me and my special people Getting help – Who can help me? My feelings	Similarities and difference Celebrating difference – people, families and homes Showing kindness – kind and caring	Keeping my body safe - What safe to go into my body? (including medicine). Safe indoors and outdoors Keeping safe online People who help to keep us safe	Looking after things: my special people, friends, environment, money How can I care for our world?	Keeping my body healthy – food, exercise, sleep Growth Mindset	Seasons Life stages – plants, animals, humans Girls and boys – similarities and difference
Y1/2 Cycle A (2021/2022)	Why do we have classroom rules? Thinking about feelings Who will help me? Who are my special people? Being a good friend	What makes us who we are? Celebrating difference How do we make others feel? How can I be kind and help others? Bullying and getting help - Who will help me?	How can our feelings keep us safe? Online safety Safe and unsafe touches Medicine Safety Super Sleep	Self-regulation – when I feel like erupting what should I do? Cooperation – getting on with others Online safety – playing games Looking after money – saving and spending	Growth Mindset Healthy eating Hygiene and health Cooperation	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y1/2 Cycle B (2022/2023)	Bullying and teasing – what are they? Our ideal classroom What are our school rules about bullying? Being a good friend Feelings/self-regulation	Same or different? Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Safe and unsafe secrets – should I tell? Fun or not? Appropriate touch Medicine safety	Taking care of things: Myself – wash and brush up My money – How should we look after our money? My environment Basic first aid	Growth Mindset Looking after my body – I can eat a rainbow Hygiene and health – Catch it! Bin it! Kill it! Exercise and sleep	Getting help Becoming independent My body parts Taking care of myself and others
Y3/4 Cycle A (2021/2022)	How can we solve problems? Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Can you sort it? Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Danger or risk? Managing risk Decision-making skills Alcohol and cigarettes: the facts Staying safe online	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	My body needs... Keeping myself healthy and well – helping us to keep clean and healthy Celebrating and developing my skills Developing empathy	Managing difficult feelings Relationships including marriage <i>My Changing Body (Y3)</i> <i>Body changes during puberty (Y4 only)</i>
Y3/4 Cycle B (2022/2023)	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Relationships Keeping safe Safe and unsafe secrets <i>My Changing Body (Y3)</i> <i>Body changes during puberty (Y4 only)</i>
Y5/6 Cycle A (2021/2022)	How good a friend are you? Feelings Friendship skills, including compromise and cooperation Assertive skills Recognising emotional needs	Boys, will be boys? – challenging stereotyping Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour	Would you risk it? Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Two sides to every story! Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community Basic first aid, including sepsis awareness	Helpful or unhelpful? Coping with changes Keeping safe Body Image Self-esteem <i>Growing up and changing bodies (Y5 & 6)</i> <i>Making babies (Y6 only)</i>
Y5/6 Cycle B (2022/2023)	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Aspirations and goal setting Managing risk Looking after my mental health	How are you feeling? Managing difficult feelings Managing change How my feelings help to keep me safe, getting help <i>Growing up and changing bodies (Y5 & 6)</i> <i>Making babies (Y6 only)</i>



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Appendix 2

Parent form: withdrawal from sex education within RSE

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/Carer signature			
Date			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Headteacher signature	
Date	