



Bentham Community Primary School

PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex education) Policy

Aims

At Bentham Community Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives as well as grow to be active and responsible citizens.

Since September 2020, it became compulsory for all Primary age children to be taught Relationships Education. As an Early Adopter School, Bentham Primary School started to teach the new curriculum from September 2019. As a school we follow the You, Me, PSHE Scheme of Work in our PSHE lessons. PSHE also flows through other curriculum areas. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Bentham are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

At Bentham Community Primary School, we teach PSHE and RSE as set out in this policy.

The Education Act 2002 sets out the statutory duties which all schools are required to meet:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepare pupils at the school for opportunities, responsibilities and experiences of later life.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it became compulsory for all schools to teach Health Education. RHSE is part of the Personal, Social, Health and Emotional education coverage in our school and some topics are taught through the statutory requirements of the National Curriculum 2014 Science orders, which are compulsory for all primary aged children. The Spiritual, Moral, Social and Cultural learning done in school will reinforce aspects of RSE also.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. As a school, we follow the following DfE guidelines for the teaching of RHSE: Relationships and RHSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

At Bentham, we have committed to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Definitions

Relationships education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect. Key content will include: families including LGBT relationships, friendships, respectful relationships, online relationships, and being safe.

Health education will help children to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Key content will include: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent bodies.

Sex education will help children to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Sex education should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect. Sex education is **not** about the promotion of sexual activity

Our Curriculum

RSE is taught within the Personal, Social, Health, and Economic (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At Bentham, we have adopted the You, Me, PSHE scheme of work for Years 1-6. These lessons are based around 7 core themes:

- Relationships and Sex Education
- Drug, Alcohol and Tobacco Education
- Keeping Safe and Managing Risk
- Mental Health and Wellbeing
- Physical Health and Wellbeing
- Careers, Financial Capability and Economic Wellbeing
- Identify, Society and Equality

Children at Bentham will learn the following as part of their PSHE and RSE curriculum:

Key Learning Concept	Years 1 and 2	Years 3 and 4	Years 5 and 6
Relationships Education (Sex Education – Year 6 only)	<p>Pupils learn to understand that there are situations when secrets should not be kept and know to tell a trusted adult if they feel unsafe.</p> <p>Pupils learn to recognise the difference between good and bad touches and understand that there are parts of the body which are private.</p> <p>Pupils learn to know who they can go to, what to say or do if they feel unsafe or worried</p> <p>Pupils learn to recognise and respect the differences and similarities between people (Year 2 only).</p> <p>Pupils learn to recognise the biological differences between male and female animals and their role in the life cycle. (Year 2 only).</p> <p>Pupils learn to explain the biological differences between male and female children. (Year 2 only).</p> <p>Pupils learn to describe growing from young to old and that they are growing and changing. (Year 2 only).</p> <p>Pupils learn to recognise that everybody needs to be cared for and ways in which they care for others. (Year 2 only).</p> <p>Pupils learn to recognise and describe different types of family and how their home-life is special. (Year 2 only).</p>	<p>Pupils continue to learn to understand that there are situations when secrets should not be kept and know to tell a trusted adult if they feel unsafe.</p> <p>Pupils continue to learn to recognise the difference between good and bad touches and understand that there are parts of the body which are private.</p> <p>Pupils continue to learn to know who they can go to, what to say or do if they feel unsafe or worried</p>	<p>As Year 3 and 4, plus:</p> <p>Pupils learn to describe way we grow and change throughout the human lifecycle</p> <p>Pupils learn to explain the changes that occur during puberty.</p> <p>Pupils learn to recognise what happens in menstruation and wet dreams.</p> <p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</p> <p>Pupils learn to explain the impact of puberty on physical hygiene and strategies for managing this.</p> <p>Pupils learn to recognise how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.</p> <p>Pupils learn to describe strategies to deal with feelings in the context of relationships.</p> <p>Pupils learn to answer each other’s questions about puberty with confidence, to seek support and advice when they need it.</p> <p>Pupils learn to describe feelings associated with loss, grief and bereavement.</p> <p>Pupils learn to explain what mental health is, how it can be affected</p>

			<p>and how to look after their mental health.</p> <p>Pupils learn to explain the roles and responsibilities of carers and Parents.</p> <p>Pupils learn to examine what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.</p> <p>Pupils learn to explain human reproduction in the context of the human lifecycle.</p> <p>Pupils learn to explain how a baby is made and grows (conception and pregnancy).</p> <p>Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.</p>
<p>Drug, Alcohol and Tobacco education</p>	<p>Pupils learn to describe what can go into bodies and how it can make people feel.</p> <p>Pupils learn to recognise why medicines are taken and where they come from.</p> <p>Pupils learn to explain how to stay safe around medicines.</p> <p>Pupils learn to explain how medicines can be used to manage and treat medical conditions-asthma.</p>	<p>Pupils learn to define what drugs are and that drugs can be harmful.</p> <p>Pupils learn to recognise why people take drugs.</p> <p>Pupils learn to recognise different patterns of behaviour related to drug use.</p> <p>Pupils learn to explain the effects and risks of smoking tobacco, second hand smoke and alcohol.</p> <p>Pupils learn to explain what support is available to stop smoking or remain smoke free.</p>	<p>Pupils learn to explain the risks associated with smoking drugs and using different drugs.</p> <p>Pupils learn to recognise different influences on drug use.</p> <p>Pupils learn to explain strategies to resist pressure to use drugs.</p> <p>Pupils learn to assess and manage the level of risk in different situations involving drug use.</p>
<p>Keeping safe and managing risk</p>	<p>Pupils learn to describe how to stay safe in familiar situations, outside (road safety) and the home. (fire safety)</p> <p>Pupils learn to explain who helps to keep them safe outside the home.</p>	<p>Pupils learn to explain what bullying is and how it makes people feel.</p> <p>Pupils learn to recognise different types of bullying and how to respond to it.</p> <p>Pupils learn to describe how to stay safe when computer gaming.</p> <p>Pupils learn to explain how to stay safe near roads, rail, water, building sites and fireworks.</p> <p>Pupils learn to recognise what to do in an emergency and use basic first aid.</p>	<p>Pupils learn to explain how to stay safe online.</p> <p>Pupils learn to explain that violence in relationships is not acceptable.</p> <p>Pupils learn to recognise problems that can occur when someone goes missing from home.</p> <p>Pupils learn to describe feelings of being out in the local area with increasing independence.</p> <p>Pupils learn to describe how to recognise and respond to peer pressure.</p> <p>Pupils learn to explain the consequences of anti-social behaviour.</p>

			Pupils learn to explain the importance for girls to be protected against FGM.
Mental health and wellbeing	<p>Pupils learn to name and describe different feelings.</p> <p>Pupils learn to explain how to manage different feelings.</p> <p>Pupils learn to recognise how change and loss can make you feel.</p> <p>Pupils learn to recognise the importance of special people in their lives.</p> <p>Pupils learn to explain how to make friends and who can help with friendships if problems arise.</p>	<p>Pupils learn to celebrate achievements and set personal goals.</p> <p>Pupils learn to describe how to deal with put-downs.</p> <p>Pupils learn to explain positive ways to deal with set-backs.</p>	<p>Pupils learn to describe a wide range of emotions and how they are experienced in the body.</p> <p>Pupils learn to explain how times of change can make people feel.</p> <p>Pupils learn to recognise that stigma and discrimination can surround mental health.</p>
Physical health and wellbeing	<p>Pupils learn to describe food that is associated with special times in different cultures.</p> <p>Pupils learn to describe active playground games from around the world.</p> <p>Pupils learn to explain how to stay safe in the sun.</p> <p>Pupils learn to explain how to eat well.</p> <p>Pupils learn to explain the importance of physical activity, sleep and rest.</p> <p>Pupils learn to recognise who helps us to stay healthy and well.</p> <p>Pupils learn to describe basic health and hygiene routines.</p>	<p>Pupils learn to describe healthy choices about food and drinks.</p> <p>Pupils learn to recognise how branding can affect what foods people chose to buy.</p> <p>Pupils learn to explain how to keep active and some of the challenges of this.</p> <p>Pupils learn to recognise why people may eat or avoid certain foods.</p> <p>Pupils learn to describe other factors that contribute to people's food choices.</p> <p>Pupils learn to explain the importance of getting enough sleep.</p>	<p>Pupils learn to recognise that messages given on food adverts can be misleading.</p> <p>Pupils learn to explore role models.</p> <p>Pupils learn to describe and explain how the media manipulate images and this may not reflect reality.</p>
Careers, financial capability and economic wellbeing	<p>Pupils learn to explain where money comes from and making choices when spending money.</p> <p>Pupils learn to explain how to save money and how to keep it safe.</p> <p>Pupils learn to describe the different jobs that people do.</p>	<p>Pupils learn to explain what influences people's choices about spending and saving money.</p> <p>Pupils learn to explain how people can keep track of their money.</p> <p>Pupils learn to explore the world of work.</p>	<p>Pupils learn to recognise that money can be borrowed but there are risks associated with this.</p> <p>Pupils learn to be involved in enterprise.</p> <p>Pupils learn to recognise what influences peoples' decisions about careers.</p>
Identify, society and equality	<p>Pupils learn to explain what makes themselves and others special.</p> <p>Pupils learn to explain roles and responsibilities at home and at school.</p> <p>Pupils learn to describe how to be cooperative with others.</p>	<p>Pupils learn to explain the importance of valuing the similarities and differences between themselves and others.</p> <p>Pupils learn to explore what is meant by community.</p> <p>Pupils learn to describe how to belong to different groups.</p> <p>Pupils learn to explain how Britain is a democratic society.</p>	<p>Pupils learn to describe stereotyping including gender stereotyping.</p> <p>Pupils learn to explore what it means to be LGBTQ.</p> <p>Pupils learn to describe what prejudice and discrimination are and how this can make people feel.</p> <p>Pupils learn to recognise who has moved to Bentham from different</p>

		<p>Pupils learn to explain how laws are made.</p> <p>Pupils learn to explain the role of the local council.</p>	<p>places and examine the experience of refugees.</p> <p>Pupils learn to describe what human rights are and the UN Convention on the Rights of the Child.</p> <p>Pupils learn to explore homelessness.</p>
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Children at Bentham will learn the following objectives taught through the Science National Curriculum; linked to *Animals, including Humans* and *Light* (statutory requirements):

Year 1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 - 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.

Year 3 - recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Year 5 – describe the changes as humans develop to old age.

Year 6 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

These objectives may or may not be taught in the suggested year groups as our Science Long Term plan is based around mixed-age classes. However, the objectives will be taught at an appropriate age.

Children at Bentham will learn the following objectives taught through the Computing Curriculum:

See National Curriculum Online Safety coverage document and E-Safety Progression document.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Roles of Responsibilities

Parents - We wish to build a positive and supportive relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's RHSE policy and practice
- answer any questions that parents may have about the RHSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RHSE in the school;
- inform parents about the best practice known with regard to RHSE so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and relationships.

Parental engagement and consultation

School will hold a parents meeting to share the objectives and coverage of the RHSE curriculum in school and to seek parental feedback. This meeting will be repeated as the parental body changes in school. Parents will have the opportunity to express their views verbally at the meeting but also in written feedback. When children are in Y6 and are due to start the sex education units for their year group a letter will be sent home clarifying what will be covered so that parents can support discussions around this learning at home.

The new legislation brought in through the Children and Social Work Act 2017 states some important changes in relation to parental rights to withdraw children from school RHSE:

'Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school. Parents will be able to withdraw their child from primary school classes which address Sex education - i.e. those that do not sit within the Relationships Education curriculum (**highlighted in yellow as part of the Relationships education above**). Maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.

Staff - Staff are responsible for:

- Delivering PSHE and 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 [nonstatutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Headteacher - It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE 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 about sex effectively, and handle any difficult issues with sensitivity.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

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

Confidentiality

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with social care professionals (see also our policy on Child Protection).

Monitoring and review

The governing body monitors the impact of our RSE policy through updates from the Headteacher and will make modifications to the policy, if needed. The governing body gives serious consideration to any comments from parents about the PSHE and RSE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of our PSHE and RSE programme.

The delivery of PSHE and RSE is monitored by subject leaders through: Lesson observations, learning walks, feedback from staff and children.

Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed every two years. At every review, the policy will be approved by the governing body and headteacher.

Links with other policies

- Confidentiality
- Behaviour
- Anti- Bullying
- Drug Education
- Safeguarding

To be read in conjunction with:

- Coverage of gaps from PSHE SOW document
- National Curriculum Online Safety coverage document
- E-Safety progression document.

Agreed: March 2022

Review: March 2023