

Overstone Primary School



Relationship Education, Relationships and Sex Education and Health Education Policy

Approved by Governors:
To be reviewed: April 2027

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

This policy was written by the RSHE/PSHE Lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Overstone Primary School. 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.

Purpose of the policy:

We at Overstone Primary School acknowledge that under the Education Act 2002/Academies Act 2010 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.

It is a statutory requirement for primary schools to deliver Relationships Education, and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings, drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born. Health Education, which is also statutory, covers the key facts about puberty and the changing adolescent body.

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, involves:

Relationships and sex education and health education (RSHE) is an integral part of the personal, social, health and economic education (PSHE) and the Science curriculum. It provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. The school's PSHE provision supports the school's aims of developing confident citizens and successful 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. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop their 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, including Relationships Education, is provided and who is responsible for this:

At Overstone Primary School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An annual overview of topics covered in each year group (Long Term Plan) of SCARF can be found on the school website. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education (one session that is taught in Year 6), 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 school, 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.

Our RSHE/PSHE subject lead, Anuska Lockey works in conjunction with staff in each year group. Staff can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any staff member wanting further support should contact the RSHE/PSHE lead in the first instance to discuss their training needs.

We have chosen SCARF as our PSHE resource because the 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. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

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. Children follow the SCARF programme, which is match well to the EYFS Curriculum.

For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

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 the correct names/vocabulary of each part of the body is introduced and built on from Reception.

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 that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. 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.

This programme is also taught in conjunction with, **Protective Behaviours** (teaching children how to keep themselves safe) and additional themes on how to stay safe online. Progressive activities including managing online information, privacy and security, online bullying, health, well-being and lifestyle, self-image and identity and online relationships. In addition, themed assemblies that is differentiated across the Key Stages. Including online reputation, copyright and ownership and keeping safe online during the holiday. Safer Internet Day will also be celebrated in school with assemblies and follow-up activities. Additional resources may also be taken from the NSPCC PANTS resources for schools and teachers, including an assembly once a year, within selected year groups.

How PSHE education, including Relationships Education, is taught:

There are six half termly units provided by SCARF for each year. Lessons are taught by their class teacher or teaching assistant, once a week. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons. Using a range of interactive teaching methods including, activity sheets, films, songs, online games, and drama techniques. It is taught sensitively and inclusively, tailored to the age and the physical and emotional maturity and accessible to all children.

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/teaching assistants will answer children's questions sensitively, factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/Child Protection and Safeguarding policy. Difficult or explicit questions do not have to be answered directly. Teachers/teaching assistants will use their own discretion in these situations.

Support is provided to children experiencing difficulties on a one-to-one basis. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice.

How PSHE education is monitored, evaluated and assessed:

We use the following methods of monitoring and assessing learning within PSHE

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. To see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

Assessment is completed at the end of a unit by staff using the SCARF Summative Assessment 'I can...' statements, which summarise children's learning against the unit's key learning outcomes to demonstrate progression of both skills and knowledge. We pass this information on to the next teacher at the end of each year.

An RSHE/PSHE floor book is created over the academic year and is also passed on to the next teacher and added to year on year.

The monitoring of evidence within the floor books and of the quality of PSHE education is the responsibility of the RSHE/PSHE subject lead. Pupil voice and scrutiny of the floor books are gathered on a regular basis, in collaboration with the PSHE Governor. Also including a main focus.

The RSHE/PSHE education subject lead gives the Head Teacher an annual summary in which teaching and learning of the subject is evaluated. Areas for development are also identified via a subject action plan.

How the delivery of the content will be made accessible to all pupils

It is not our 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, and contribute to it. Lesson plan content will be adapted/is flexible and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Our school ensures that the Relationships and Sex Education (RSHE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSHE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, 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.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bisexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Parental concerns and withdrawal of pupils:

Parents have the right to request that their child be withdrawn from the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their child/ren from those aspects of education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the Head Teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child/ren be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum. The school can show parents examples of the resources we plan to use. We can provide opportunities for parents to view examples on request.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy, should make a request to the school office. Should further information about RSHE/PSHE education be required, please contact the RSHE/PSHE education lead, Anuska Lockey.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils

Sources of Further Information. This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Child Protection and Safeguarding Policy (inc. responding to disclosures)
- Anti-bullying Policy
- Behaviour and Exclusions Policy
- DfE Mental Health and Behaviour in School Guidance
- Equality, Diversity and Inclusion Policy
- Inclusion and SEN Policy
- DfE Keeping Children Safe in Education.

A. Lockey (RSHE/PSHE Coordinator).
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