



# Norris Bank Primary School RSHE/PSHE Policy

## B90

Date of Update	Reason for Update	Next Update
Nov 23	New RSE guidance from DFE	Nov 25

## **Rationale**

At Norris Bank Primary we strive to create an environment where children feel that their social and emotional needs are met and nurtured. We believe that RSHE (Relationships, Sex and Health Education) and PSHE (Personal, Social and Health Education) help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that social and emotional well-being plays a fundamental and central part in the life of our school and is key to effective learning and achievement. PSHE and RSHE at Norris Bank Primary School is underpinned by our GROW values (Goals, Respect, Ownership and Working Together) which are designed to further develop the children as well rounded individuals who will have the necessary skills to support their future development and give them a wider range of abilities and skills than those outlined within the subject areas of the National curriculum. PSHE and RSHE will be taught alongside each other as one subject at our school.

PSHE and RSHE at Norris Bank Primary makes a significant contribution to the spiritual, moral, social and cultural development of the children as well as their behaviour, safety and well-being. In doing so, the children will develop the values, qualities and attributes needed to thrive as individuals, family members and members of modern British society.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- SEND Code of Practice 2015
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
  - DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE 'National curriculum in England: science and ICT programmes of study'

## **Definition of Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

## **Definition of Sex education**

The DfE 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...' Although it is not statutory to deliver sex education outside of the

science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. At Norris Bank Primary School we do teach pupils sex education beyond what is required of the science curriculum - the content is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. These sessions will only happen in Year 6 as this is where we feel it is appropriate to cover this area. NB: Parents will be notified of when sessions are to be delivered in Year 6 and given an opportunity to discuss any questions or concerns with staff.

## **Aims for PSHE and RSHE**

Taking account of the age, maturity and needs of the pupils, our Education aims are:

- To give children the confidence and self-esteem to value themselves and others within a nurturing and loving environment, without fear of judgement.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening, and thinking about feelings and relationships, understanding that they will get things wrong and try again as they work out how to be in relationship with others
- To value and respect the diversity within the United Kingdom including race, religion, disability and LGBTQ+ and the rights and responsibilities we have as British Citizens.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand what a healthy relationship is both on and offline.
- Ensure children know how and where to access appropriate support.
- Pupils are given roles of responsibility across the school
- To learn basic first aid skills.

Where children have developed these skills, they will be motivated and equipped to:

- Be effective and successful learners
- Make decisions about their own lives which will keep them healthy and safe
- Make and sustain friendships
- Deal with and resolve conflict
- Solve problems
- Manage strong feelings such as frustration, anger
- Work and play cooperatively
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people

We intend to achieve these aims through:

- Promoting a school ethos that values all individuals (GROW Values)
- Providing children with accurate and relevant knowledge

- Providing a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.
- RSHE and PSHE education
- Developing cross curricular links in our Creative Curriculum
- Providing a range of opportunities and resources to promote walking, cycling and scooting to school as safe and healthy choices including online safety.
- Using Restorative Approaches throughout the school

## **Curriculum Organisation**

### **Foundation Stage:**

During the foundation stage children will take part in circle times as well as learn about relationships and developing the world around them during structured play and follow the EYFS Framework learning outcomes below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1170108/EYFS\\_framework\\_from\\_September\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf)

### **Key Stage 1 and 2**

During key stage 1 and 2 children will take part in weekly circle time sessions that follow a structure of check in, mixer, focused activity, energiser and check out. This will be recorded in the Circle Time Floor Book where children will identify their prior learning where appropriate, the learning taking place and next steps.

Pupils will follow the PSHE Association 3 main themes of Health and Wellbeing, Relationships and Living in the Wider World which fulfils all the objectives from the RSHE Statutory guidance. Stockport LEA resources (Relationship and Sex Education Spiral Curriculum, The Drugs Alcohol and Tobacco Spiral Curriculum and Anti-Bullying Celebrating Difference Resource) will be used to support the scheme of work where appropriate. Staff are encouraged to also run sessions linked to issues that arise during the school day or in the media where appropriate.

Clear links within the scheme of work will identify the British Values and the 9 Protected Characteristics from the Equality act. Please see school PSHE/RSHE Progression of skills for the whole school and the scheme of work to show coverage for each year group.

There are also cross curricular links with our science work around the human body and reproduction, Internet safety in our ICT sessions and RE where children are taught about a range of faiths and religions.

## **Teaching and Learning**

At Norris Bank Primary School we are committed to using a range of effective teaching and learning techniques to deliver the curriculum in an exciting and meaningful way, which is relevant and meets the needs of our children following the circle time structure. Teachers do this by ensuring that:

- The purpose of each lesson is made clear and that the content is relevant
- Appropriate learning experiences are planned and meet the needs of all children
- Learning experiences draw on the children's own experiences

- Opportunities are provided for children to reflect, consolidate and apply their learning
- Children are encouraged to record and assess their own progress in the class Circle Floor Book
- A safe and secure learning environment is developed.
- Children are encouraged to add comments and to ask question

At Norris Bank Primary School we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching. (See Vocabulary Sheet for full details of Green, amber and red vocabulary)

## **Resources**

The resources used to support teaching and learning will be appropriate to the age of the children. The resources will also reflect the diverse nature of the school population. In order to support and enhance teaching and learning of both PHSE and RSHE the resources will be regularly updated / audited. Staff will use the PSHE Association resources and The Relationship and Sex Education Spiral Curriculum, The Drugs Alcohol and Tobacco Spiral Curriculum and Anti-Bullying Celebrating Difference Resource from Stockport LEA.

## **Legal requirements of RSHE and parents right to withdraw**

Relationships and Health Education are statutory at Primary School and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline. As Sex Education is not statutory at Primary level (other than what is taught as part of the Science Curriculum), parents / carers have the right to request to withdraw their child from the areas that cover sex and conception.

At Norris Bank Primary School , sex and conception is taught in Year 6, and these lessons are the only ones that parents have the right to withdraw their child from. Before considering this option, we would always encourage parents to come and talk to us, and any requests made will need to be submitted in writing to the Headteacher.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-andhealth-education-guides-for-schools>)

## **Dealing with sensitive issues**

Wherever possible (taking into account family background, culture, religious belief and children's differing experiences) teachers should answer all questions relating to RSHE and PSHE in an open and factual way – for example using the correct names of body parts.

Teachers should use their professional judgement and discretion when answering questions raised by the children following our Progression of Vocabulary List

To safeguard all those concerned, teachers should not enter into discussions about their personal issues and lifestyle choices and no one (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

### **SEN / Equal Opportunities / Inclusion / Diversity**

All the children at Norris Bank Primary School receive a broad and balanced PSHE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated or adapted to take into account children's differing abilities and learning styles using resources specifically for SEND children from the PSHE Association.

### **Assessment, Reporting and Recording**

Formative assessment is ongoing and is recorded on teacher's planning. Summative assessment is carried out termly identifying children who exceed and are emerging in the areas covered during that term as assessment of prior learning and next steps at the end of the half term. This will inform if any additional support may be needed.

### **Monitoring and Evaluation**

The subject Leader will monitor the teaching of PSHE in accordance with the School Self-Review Policy and the monitoring timetable established for all Subject Leaders.

### **Other strategies / agencies**

Whilst the PSHE association resources, RSE SPIRAL curriculum and DATE SPIRAL curriculum form the basis of PSHE teaching and learning within the classroom, a wide range of other strategies are in place, which contribute to the development of the children's social and emotional wellbeing.

The school also receives support from the Local Authority advisor and the associated PSHE network, other agencies such as the school Inclusion Teacher

### **Confidentiality and Safeguarding**

Should any disclosures occur during the teaching of PSHE and RSHE, teachers should deal with the incident in line with the Safeguarding Children policy. It should be made clear that teachers can never offer unconditional confidentiality. If at any stage, a child does disclose information which gives rise to concern, the Designated Officer for Child Protection (Elena Ponsen) must be informed.

## Appendix 1:- RSHE Vocabulary

This overview of vocabulary is reviewed annually by all teachers and governors, and reflects the content delivered in RSHE lessons ('green' vocabulary). It also takes into consideration the questions and language that may arise through discussion and questions asked by pupils within the context of lessons ('amber' and 'red' vocabulary). Amber vocabulary may be raised by pupils and will be discussed in the context of the class & lesson and red vocabulary raised by children will be directed back to parents to discuss with pupils as deemed necessary. This should be used as a guide for all staff when delivering each RSE lesson, to ensure that content covered is appropriate and in line with our agreed policy and scheme of work, as well as in dealing with difficult questions posed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Green</p> <p>Curriculum content specific to each Year Group. Vocab is rolled out across the school starting from Year 1. Each year builds on from the previous year.</p>	<p>Private parts Male Female Penis Vulva</p>	<p>Vocab from Y1  Vagina testicles</p>	<p>Vocab from Y1-2</p>	<p>Vocab from Y1-2)</p>	<p>Vocab from Y1-4  Hormones Puberty Periods / menstruation Sanitary towels Tampons Pubic hair Reproduction Pregnancy Genitals Wet dreams Fallopian tube Sperm Egg / ovum Scrotum Foreskin Erection Ejaculation Male sex cells Sperm Female sex cells Egg</p>	<p>Vocab from Y1-5  Clitoris Sex / sexual intercourse Kissing Contraception Multiple births Umbilical cord Foetus Masturbation Kissing fertilisation</p>
<p>Yellow</p> <p>Vocab &amp; issues that may be raised by pupils. Discuss in the context of the class &amp; lesson.</p>	<p>Testicles Breasts Nipples Slang terms</p>	<p>Breasts Slang terms</p>	<p>Puberty Slang terms</p>	<p>Puberty Sanitary towels / tampons Periods Slang terms</p>	<p>Circumcision Clitoris Slang terms</p>	<p>STIs HIV / AIDS Rape Sexting Paedophile Circumcision Contraception FGM Condoms Slang terms</p>
<p>Red</p> <p>If Vocab &amp; issues raised by children to be directed back to parents to discuss with pupils as deemed necessary. Not to be covered in this year group</p>	<p>RSHE vocabulary used in a derogatory way</p>	<p>RSHE vocabulary used in a derogatory way</p>	<p>RSHE vocabulary used in a derogatory way</p>	<p>RSHE vocabulary used in a derogatory way</p>	<p>Abortion Pornography</p>	<p>Abortion Pornography Oral sex Anal sex Abortion</p>

Local Authority guidance in this matter is that at the beginning of the unit pupils should be given an opportunity to discuss different words and the accurate vocabulary that should be used. Emphasis on the correct use of terminology to describe body parts is essential. Homophobic language is challenged and children are taught acceptable and unacceptable words.