



Policy context and rationale

This policy covers our school's approach to the teaching and learning of PSHE including RSE. It was produced by the subject leader in conjunction with the staff and using the guidance from the PSHE Association.

It has been shared with and approved by the Governors.

Policy availability

Parents and carers are able to view the policy on the school website. A paper copy is available in school. If a copy is required in any other format, then please contact the school office.

Intent

The PSHE programme at Intake Farm Primary School and Nursery aims to support its pupils through a time of rapid change and unpredictable opportunities and challenges. There are three core themes running through the programme. These are:

Relationships
Living in the Wider World
Health and Wellbeing

The learning opportunities that are outlined within these themes may change, and may need to change, so that they are flexible to ensure they meet the needs of each cohort, each year, in an ever-changing wider world.

The PSHE programme underpins the school's vision to develop our children into learners who:

- explore subjects and develop deep understanding
- celebrate perseverance, resilience and risk taking
- welcome challenge and not to be afraid to make mistakes
- encourage ownership of their learning
- develop the confidence to ask questions, solve problems and respond to quality feedback
- praise each other for hard work, determination and for having a positive attitude

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by ensuring that all pupils feel safe and secure when learning. Pupils know that if they feel vulnerable, the school will listen to them and support them. As PSHE works with in the real-life experiences of the children, it is essential to establish a safe learning environment. Clear 'ground rules' are important as is the need for confidentiality. (See Learning and Teaching section) This needs to be understood by staff and pupils alike.

This policy is informed by the school's child protection policy.

Entitlement and equality of opportunity

As with all teaching at Intake Farm Primary School and Nursery, PSHE is taught in a variety of ways and styles. These are always closely matched to the needs of the learners as we recognise the right for all pupils to have access to PSHE education learning which meets their needs.

Implementation

At Intake Farm Primary School and Nursery, we have used the PSHE Association's Programme of Study as the basis of plans. This ensure that skills and concepts are age appropriate develop year on year throughout the school. This programme of study covers all the RSE requirements. (see appendix for further details.)

Themes are grouped during the year to enable the planning of whole school theme weeks to provide opportunities for a range of teaching styles, visitors and a greater emphasis on PSHE, raising its profile within the school and closely linking PSHE with assembly themes.

Each class will review the PSHE & RSE lesson ground rules at the beginning of each year and refer to them throughout the year.

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary, when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

Due to the nature of PSHE & RSE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

Children will have the opportunity to ask questions anonymously by writing them down and posting them into the Ask it Basket/Worry Box in their classroom.

Staff should be aware it may not be possible to respond appropriately to every question asked straight away. If a staff member needs time to consider the answer to a question, they should explain to the child that they need to consider the answer. For example: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Children in EYFS work towards the Early Learning Goals. They have a weekly discrete session where they discuss and role play themes related their personal, social and emotional development. These themes are also referred to continuously through their provision. A document linking the PSHE curriculum to the EYFS ELGs can be found in the appendix

Impact -

We will assess pupils' learning in PSHE through observation of their discussion contributions and through their written work. Not every lesson will have a written outcome, therefore teachers will make notes on their medium-term plans and record learning in floor books which will aid their assessments of learning.

Pupils learning and progression will be evidenced by the subject leader by the undertaking of observations, work and planning scrutiny and pupil interviews.

Intended outcomes

As a result of our PSHE & RSE programme of learning pupils will have learned life skills that are transferable and useful in their lives after Intake Farm Primary School and Nursery, and on into adulthood. They will have developed skills that will enable them to keep healthy, keep safe, understand changes, enjoy healthy relationships, manage their feelings and emotions, value differences, know their rights and responsibilities and manage their money.

Involving parents and carers.

We are committed to working with parents and carers as PSHE & RSE is at its strongest when there is communication and collaboration between school and home. Theme weeks and events will give parents and carers the opportunity to become involved in PSHE & RSE learning at Intake Farm Primary School and Nursery.

Written by Jennie Fieldwick May 2022

This policy will be reviewed in September 2024



Policy context and rationale

This policy covers our school's approach to the teaching and learning of RSE within PSHE. It was produced by the subject leader in conjunction with the staff, governors and parents and using the guidance from the PSHE Association.

It has been shared with and approved by the Governors.

Policy availability

Parents and carers can view the policy on the school website. A paper copy is available in school. If a copy is required in any other format, then please contact the school office.

Intent

Department for Education guidance states that from September 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the Science national curriculum, including: the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Implementation.

At the Intake Farm Primary School and Nursery RSE is delivered as a part of the PSHE curriculum which has three main themes:

Relationships
Living in the Wider World
Health and Wellbeing

RSE is taught during the following themes each year: Families and friendships; safe relationships and growing and changing. Further information about what is covered in each theme can be found on the appendix to the PSHE policy.

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers.

At the Intake Farm Primary School and Nursery, we believe that sex education is an opportunity to answer children's questions about this topic and ensure they receive accurate and age appropriate answers.

We recognise that the onset of puberty and menstruation can be a confusing or distressing time for children if they are not prepared. It is not uncommon for children to start their periods whilst in primary school as early as year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty, including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo. It reduces the embarrassment felt in this area too.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about.

Impact -

We will assess pupils' learning in RSE through observation of their discussion contributions and through their written work. Not every lesson will have a written outcome, therefore teachers will make notes on their medium-term plans and **record learning in floor books** which will aid their assessments of learning.

Pupils learning and progression will be evidenced by the subject leader by the undertaking of observations, work and planning scrutiny and pupil interviews.

Involving parents and carers.

Right to withdraw.

In line with Statutory Guidance, parents and carers do not have the right to withdraw their children from Relationships Education or Health Education in Primary School or Secondary school. Parents still have the right to withdraw their child from primary school classes which address sex education, other than elements which are part of the Science National Curriculum.

Due to the nature of the RSE subject we have consulted with parents and carers about this policy and curriculum and welcome discussion with parents and carers about this area.

Written by Jennie Fieldwick May 2022

This policy will be reviewed in September 2024

Appendix RSE Objectives at KS2

Appendix 2

RSE Objectives at Key Stage 2

Year	Relationships	Sex and puberty
FS1	Confidence in social situations Remembering rules without adult reminders Talk about their feeling using words like happy, sad, angry worried. Finding solutions to conflicts and rivalries Understanding others' feelings.	-
FS2	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspective of others. Work and play cooperatively and take turns. Form positive attachments with adults and friendships with peers. Show sensitivity to their own and others' needs.	-
1	Roles of different people Families and being cared for Recognising privacy, staying safe and seeking permission Effects of own behaviour on others	
2	Making friendships Managing secrets Resisting pressure Recognising similarities and difference Working cooperatively	Naming body parts inc genitalia
3	Family life Personal boundaries Impact of hurtful behaviour Respectful behaviour	-
4	Positive relationships (inc online) Responding to hurtful behaviour, managing conflicts Respecting differences	Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty
5	Managing friendships and peer influence Physical contact and feeling safe Responding respectfully Prejudice and discrimination	Personal identity Recognising individuality Keeping safe in different situations FGM
6	Managing pressure Respecting others' POV Attraction to others Romantic relationships, marriage and civil partnerships.	Human reproduction and birth

Year 4 Objectives. Children will learn-

- how to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

Year 5 objectives. Children will learn-

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- who to tell if they are concerned about unwanted physical contact
- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities

Year 6 Objectives. Children will learn-

- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried
- what consent means and how to seek and give/not give permission in different situations
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone's life