

Melton Primary School

PSHE, Relationships and Sex Education (RSE) and Health Education Policy

Approved by	Whole Governing Body	4 th March 2021
Signed by Chair	<i>Nick Wellington</i>	19 th March 2021
Review date		Spring 2024

Introduction

At Melton, Relationships and Sex Education and Health Education comes under the PSHE (Personal, Social, Health and Economic) Curriculum in our school which has been designed to meet the statutory guidance, updated by the department for education in July 2020.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Not only does our curriculum aim to meet statutory requirements but also the needs of the pupils at Melton. As a result, we value and teach about respect, acceptance, pride, trust, responsibility, perseverance, courage and reflection. We know the importance of teaching to the needs of all of pupils to enable them to be confident individuals who are happy, kind and helpful both at school and in the wider world, now and later in life. We are aware that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this ever changing environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way.

The purpose and aims of RSE at Melton Primary School

The aims of RSE at Melton Primary School are to:

Teach all pupils about confidence, respect, happiness, kindness, acceptance, determination, pride, to be helpful, bravery, trust and independence. Furthermore, our school ethos and values are embedded within our RSE teaching and learning and support children with the key characteristics of The Melton Way; responsibility, perseverance, courage and reflection.

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.
- To be able to recognise when a situation is risky or unsafe.
- To support all young people to stay safe and prepare for life in modern Britain.

The vision for safe and effective RSE and Health Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are part of the science curriculum, and other aspects are included in religious education (RE). There are several cross curricular links for RSE.

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

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).

What outcomes do you intend?

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy.
- RSE is not about the promotion of sexual activity.

Roles & Responsibilities:

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful

- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

You can access the Government Guidance at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Parental Rights

You cannot withdraw your child from Relationship Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. The Head teacher must grant this request.

The science curriculum includes content on human development, including reproduction, which there is no right to withdraw from.

Curriculum Design

At Melton Primary PHSE will be an integral part of your child's education, with other subjects we take an enquiry-based approach to curriculum planning. As a result, we have decided to group the learning opportunities across the Core Themes: Health and Wellbeing, Relationships, Living the Wider World to form termly or half-termly topics, each of which responds to a 'big question'. These are designed to help the children to begin to understand their own physical, emotional and social development. It helps to prepare them to play an active role as citizens and there is a major emphasis on developing respect for themselves and other people. The overarching key questions act as the topic titles and can be easily shared with both pupils and parents to explain what the pupils, in each year group, will be learning about that half term. These have been selected to reflect the context of the school and local community, address the pupils' needs and stages of development and build logically year on year.

As well as discreet lessons, PSHE is also enhanced through whole school and class assemblies. Further to this, all year groups take part in a daily wellbeing activity known as 'BeeMe Time'.

PSHE and SEND

Where appropriate, teachers will refer to the PSHE Association planning framework for pupils with SEND to plan lessons for children who have additional needs. The learning outcomes within this framework link to learning outcomes in KS1 and KS2 but each topic is broken down into progressive stages including; **Encountering:** effective engagement in the learning process, **Foundation:** underpinning learning, **Core:** fundamental learning elements, **Development:** increasing understanding of learning, **Enrichment:** deepening of application learning and **Enhancement:** applying learning in different contexts.

Intent

At Melton it is our intention that every pupil, irrelevant of needs, develops the knowledge, understanding, attitudes, values and skills that they will need in order to realise their potential as individuals, within the School, the Melton Community and out into the wider world. Every pupil at Melton is taught a full PSHE (inclusive of RSE and Health) curriculum that is coherently planned and sequenced, and designed to take into account our local needs while encapsulating our school aims and vision. Our vision is to reduce barriers to learning such as bullying, low self-esteem, unhealthy and risky behaviours so that all pupils have the chance to succeed. The curriculum at Melton is designed so that our school values (responsibility, perseverance, courage and reflection) are embedded across all areas of learning, including PSHE.

Implementation

At Melton Primary, PSHE is an integral part every child's education. The children at Melton are taught RSE and Health Education within the PSHE curriculum. Each year they will build upon prior knowledge and understanding across the Core Themes: Health and Wellbeing, Relationships, Living the Wider World to form termly or half-termly topics, each of which responds to a 'big question'. The learning opportunities are deep and meaningful because all children have the chance to revisit their learning.

PSHE lessons take place regularly throughout the term and teachers have good subject knowledge. In all lessons, the content is presented clearly and misconceptions are identified. Pupils in all classes set ground rules at the start of every lesson to create a safe place for discussion and learning to take place. Furthermore, the environment supports the learning through displays that include ground rules, distancing techniques, inclusive language, reinforcement of positive school attitudes, signposts for further support and a system to allow pupils to ask questions beyond the lesson without feeling afraid or shamed. Additionally, high quality and purposefully chosen texts are used across all year groups to support pupil's learning in PSHE. Assessment is used at the start of every lesson to identify the needs of the class and to determine the impact of the teaching.

Parents of pupil's at Melton Primary are consulted before any RSE teaching takes place and they have time to review the lesson objectives and supporting materials in advance. Pupils with SEND receive specific yet equally high quality learning opportunities based on their individual needs.

Impact

The impact on children at Melton is evident on a daily basis. Children are able to use the skills of the Melton Way, which are firmly embedded, enabling them to remove barriers to learning; allowing them to take risks, deal with new situations, participate in the local community, recover from mistakes and enjoy daily life. The way children at Melton interact with one another is a key indicator of the impact of their PSHE lessons but you can also see the impact of their learning in the environment, in their workbooks, through pupil voice and assessment.

Assessment

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Baseline assessment is carried out before teaching anything new. This can be done a number of ways including: questioning, discussion, brainstorming, drama, storyboards, mind maps, quiz, questionnaire, pupil confidence scale, draw and write, card sort (diamond 9). At the end of the lesson or series of lessons, pupils will have opportunities to demonstrate the progress they have made from their starting points. This could be revisiting their baseline assessment or other tasks such as presentations, producing resources, making a blog or diary entry.

High quality RSE is taught;

- Regularly and consistently by the class teacher
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- Using local health data, national data and assessment evidence to tailor the teaching to meet our pupil's needs.
- in a sequence of lessons which build knowledge and understanding at a gentle pace
- In collaboration with professional visitors
- With input from pupils about the quality and content of their lessons
- With the support of parents who share their views

Teachers ensure that the learning environment is safe by;

- setting clear ground rules which are set out and agreed to by pupils and staff in every lesson
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- Providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)
- Informing parents of the teaching that is going to take place prior to the lesson so they can support their child's understanding.
- Teachers must always identify where pupils can go and who they can speak to if they have concerns

Ground rules might include;

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views

- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding

De-personalisation techniques are used to;

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone
- **The teaching of sensitive and controversial issues must;**
- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

Safeguarding

How will child protection, safeguarding and confidentiality protocols support this?

- Recognition that effective RSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL
- In event of a disclosure staff follow schools safeguarding referral procedure
- Prior to teaching of RSE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?

- Recognition that they may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of RSE
- Visitors should be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance
- Your own procedures with regard to visitors on site

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all students receive age appropriate RSE
- Provision offered is appropriate to needs of students
- Further places of support are signposted in lessons
- Any further relevant protocols in place in own school setting

Engaging stakeholders

- Parents/carers will be informed about RSE through: School and class Curriculum newsletters, via the school web site, through See-saw, via email, letters and school open events.
- All parents and carers will receive a letter prior to any RSE teaching in their child's class with an opportunity to preview some of the resources that will be used. They are encouraged to ask questions if they have any concerns.
- Parents and carers have all been given the chance to fill in a parent survey and have been encouraged to join the PSHE Consultation group.

Sex Education

In addition to the RSE and Health curriculum already taking place, Sex Education also takes place in Year 6.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 2: Pupils should know by the end of Primary School

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources