

Dean Field School

Personal, Social and Health Education (PSHE) & Relationships and Sex Education (RSE) Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
U Hussain	September 2019	July 2020
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Intent

At Dean Field we are committed to promoting a safe and healthy lifestyle. We believe that PSHE and RSE is an integral part of the education of our pupils. We aim to offer pupils a carefully planned program on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. We use Jigsaw as a whole school approach to teaching PSHE and RSE. It allows us to deliver a unique, spiral, progressive and effective PSHE and RSE curriculum that takes into account the needs of our pupils. It helps prepare our pupils for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

Our RSE curriculum is set within a moral framework that matches the pupils' level of maturity and it involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by SLT in consultation with all teaching staff, parents and governors. The policy will be available to parents through the school prospectus and website.

Implementation

Planning

We provide RSE and PSHE education through a spiral program from nursery to year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

The aims of PSHE at our school are to:

- Provide children with a safe space where they can discuss personal, social and health related topics
- Enable children to recognise their own identity and address their own feelings and emotions
- Allow children to celebrate differences around them and to challenge stereotypes
- Allow children to respect and value differences around them.
- Enable children to understand bullying and how to deal with bullying
- Allow children to set dreams and goals for the future and understand that there may be obstacles along the way
- Provide children with opportunities to learn about the importance of their physical and mental health
- Enable children to learn about the importance of money in society and teach them simple budgeting
- Allow children to learn about the importance of e-safety and the dangers they may encounter online

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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 issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Dean Field we are well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, 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 body and their increasing responsibilities.

Teaching

Here is our long-term plan for PSHE and RSE which outlines the units that are covered in each year group. Children in Nursey – Year 6 cover the same topics at the same time however the content of the topics is very different to ensure pupils receive an education that suits their age and maturity. We have developed this in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Year Group	Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing me (Summer 2)
EYFS	Self - identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the difference in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self- acknowledgements Being a good friend to myself	Life cycles - animal and human Changes in me Changes since being a baby Differences between male and female bodies Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning Environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition
Year 3	Setting personal goals Self - identity and worth Positivity in challenges Rules rights and responsibilities Rewards and consequences Responsible choices Seeing things from others perspectives	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others	Family roles and responsibilities Friendships and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others	How babies grow Understanding a baby's needs Outside body changes Inside body changes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental changes
Year 5	Planning the fourth coming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness	Future dreams The importance of money Jobs and careers Dream jobs and how to get there Goals in difference cultures	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online	Self and body image Influence of online media on body image Puberty for girls Puberty for boys Growing responsibilities Coping with change Preparing for transition

	Democracy, having a voice, participating	Enjoying and respecting other cultures	Supporting others (charity) Motivation	Healthy choices Motivation and behaviour	Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	
Year 6	Identifying goals for the year Global citizens Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, differences and celebration Empathy	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including county lines and gang culture Emotional and mental health Managing strategies	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections and change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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).

Inclusion

PSHE and RSE is taught in ways that enable each child to access and engage with IT, regardless of ethnic group, age, disability, SEN and gender. Work is accessible, challenging and engaging for all learners to ensure that they are adding to and building upon their PSHE and RSE education. Where children have significant needs, they may be taught and assessed against simplified objectives, in-line with their specific requirements.

Impact

Assessment and Feedback

PSHE and RSE understanding is assessed by class and group discussions that take place. Teachers also assess children against all the objectives in the Jigsaw scheme. They do this on a half termly basis and assess whether a child is working towards, working at or working beyond the expectation. This information is then used to address any gaps in learning in the following half term.

Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar

to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Dean Field we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The governing board will approve the RSE policy. It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher and designates safe guarding leads liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Staff that deliver SRE are responsible for:

- Delivering 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 components of RSE

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as this is compulsory for all children. Parents do however have the right to withdraw their children from the non-statutory components of sex education. At Dean Field we do encourage parents to consult with SLT if they have any concerns regarding our RSE curriculum. Requests to withdraw should be put in writing and be addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher and designated safeguarding leads will then deal with the matter in consultation with health care professionals