



PSHE and Relationships and Sex Education Policy

Person(s) Responsible:	PSHE/RSE Lead Curriculum Link Governor
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This policy also applies to the Early Years Foundation Stage (EYFS)

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This policy has been developed in accordance with –

- Relationships Education, Relationships and Sex Education (RSE) 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)

Introduction

It is a statutory requirement for primary schools to deliver Relationships Education. The Department for Education (DfE) encourages schools to deliver Sex Education that ensures all children are prepared for the changes adolescence brings and – 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 is also statutory in all schools.

We at Biggin Hill 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); and Spiritual, Moral, Social and Cultural (SMSC) education provision.

Ethos

The school ethos is based on providing a safe and secure child-centered environment, in which all children are able to reach their fullest potential, whilst preparing the children and giving them the skills they will need to succeed in life beyond Biggin Hill Primary School.

Our school's aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all of our children with a sensitive response to all aspects of RSE.

The context for Sex and Relationships Education within the PSHE curriculum

Our PSHE education, which includes statutory Relationships and Health education, non-statutory sex education, and themes of economic education, drug and alcohol education and online safety education as recommended by the DfE, is taught regularly in school. We aim to promote positive behaviour, good mental health and wellbeing, resilience and achievement, good online safety habits, media literacy, and the importance of positive healthy relationships through our PSHE lessons and supporting PSHE curriculum throughout the school. Our children are taught and encouraged to be assertive, resilient and evaluative individuals.

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 children 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 children the knowledge and develop the 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 children 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 children 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 childrens' health and wellbeing, and their academic progress as the happier children are at school, the more frequent their attendance and therefore the better their attainment. 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 Biggin Hill Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices and covers all of the DfE's new statutory requirements for Relationships Education and Health Education. This includes non-statutory Sex Education, 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 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.

We follow the six suggested half-termly units and 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.

In addition to the six half-termly units, we also cover aspects of the PSHE curriculum through whole school assemblies and celebration events, for example, Pride. Our whole school assemblies include themes relating to the nine protected characteristics, with an aim to educate children about and celebrate diversity and promote tolerance within our school. The PSHE curriculum is also linked throughout our core and wider curriculum subjects, in order to reinforce and embed the learning from the unit of work. Throughout the school, class libraries contain non-fiction and fiction texts which link to the protected characteristics as defined by the Equality Act and topics taught through the PSHE scheme of work to further normalise the terminology used.

Annual CPD is carried out to explore the sessions and to guide teachers to the relevant resources for the lessons. This CPD is planned to meet the needs of teachers which are identified through regular conversations with teaching staff regarding any concerns or areas where they may feel less confident. We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHE to ensure that teachers are confident and skilled in the effective delivery of RSE.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVDs, circle time, group work, drama and role play.

Assessment is planned as an integral part of teaching and learning. It should be active and participatory, helping children to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning. Teachers assess the children's understanding through a key question at the beginning and end of every topic. These questions are chosen based on the learning that will take place within the term and aim to show progress through deepening the children's understanding around the topic. In addition to this, teachers regularly use assessment for learning techniques through varied verbal questioning and conversation with pupils to keep track of children's progress and address any misconceptions.

We believe that the class teacher is the most appropriate person to deliver the RSE programme and it is our policy that any RSHE (Relationship, Sex and Health Education) teaching will always be undertaken by the class teacher(s) as they will know their children best and will be best placed to address any misconceptions or any safeguarding issues that may arise when discussing sensitive topics within these lessons. Some PSHE lessons may be taught by trainee teachers within the school, but the class teacher will always be in the classroom in these events in case of any concerns or questions. However, staff will work closely with the School Inclusion Team as necessary for support with the delivery of the PSHE programme to ensure that we are meeting the needs of all children. The School Inclusion Team is fully aware of and involved in the development of the RSE programme, its aims and objectives.

Legal aspects relating to RSE and cross referencing to other policies

Some elements of RSE, as set out in the National Curriculum 2014, are statutory and mandatory for all children

In addition our curriculum will take into account the following government guidance:-

- Young people must learn about the nature of marriage and that that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. They must also learn 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.
- Young people should be protected from teaching materials which are inappropriate, having regard to the age and the religious and cultural background of the children concerned.
- Parents/Carers have the right to withdraw their child from the non-statutory elements of RSE.
- Both mainstream schools and special schools have a duty to ensure that children with special needs and learning difficulties are properly included in RSE.

As with all curriculum areas the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.

- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- To advance equality of opportunity between people who share protected characteristics and people who do not share it.
- To foster good relations between people who share a protected characteristic and people who do not share it.

Creating a safe environment for teaching and learning

It is our aim that children feel confident and comfortable when asking questions both in class and around school. In most cases, children's questions will be answered openly and honestly. However, on occasions, children may ask questions that are not appropriate (i.e. questions about a teacher's personal life or of a sensitive nature) and will not be answered.

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 will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions may require parental involvement.

It is not our school's policy to withdraw children 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 children as their academic achievement, and contribute to academic attainment. It is evident from Keeping Children Safe in Education that our pupils with SEND are among the most vulnerable of our pupils and it is therefore our policy that they must be present for any PSHE lessons and cannot be withdrawn from these lessons for other academic interventions. Lesson plan content will be adapted and extra support provided where necessary to ensure all children 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).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all children; whatever their gender identity. All children 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 RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges a multitude of ethnic, religious and cultural attitudes, as well as recognising that children may come from a variety of family situations and home backgrounds. These families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Some children will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some children 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. No child will ever be asked or expected within a PSHE lesson to disclose any personal information about themselves or their family. This helps create a safe environment for all children 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 childrens' awareness of diversity and promote respectful relationships with those who are different from them. In any situation where children are using language of a homophobic nature, this will be raised with a member of the SLT as per the school's behaviour policy. Please see this policy for further information.

Confidentiality

Teachers cannot offer unconditional confidentiality. We believe our children need to be aware of this and understand the issues involved. It is our aim to support all our children through effective procedures.

Staff are aware that children sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the child feels supported.

However, both children and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the child. For example, if a child makes reference to being involved, or likely to be involved in sexual activity, this will be dealt with through the school's Child Protection & Safeguarding Procedures, which are in line with Bromley Borough Safeguarding Board Procedures.

Staff will always challenge any inappropriate comments or any behaviours which could be seen as homophobic bullying, gender stereotyping or resulting from perceived differences.

Working with parents or carers

We as a school will work closely with parents and carers to raise the awareness of the breadth of RSE, how and when it is taught in school.

The policy and programme of work is available to all parents and carers upon request.

We acknowledge the right of parents/carers to withdraw their child from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.

However, we encourage all parents/carers who have concerns to discuss these with the Headteacher or PSHE lead. Quite often, when parents/carers review the materials and aims of the lessons they realise there is no need to withdraw their child from RSE.

Monitoring and evaluation

The school is committed to delivering effective PSHE and RSE for its children and recognises the value and importance of monitoring and evaluating the provision of RSE and the way in which all individuals are supported.

The school has established an on-going process of monitoring the RSE programme through the work of the PSHE Co-ordinator, which includes learning, and teacher, child, parent or carer feedback.

Children's progress will be evidenced in the class' dedicated SCARF 'floor book'. Within this floor book will be evidence of pre- and post-learning assessments, and evidence of children's work from each lesson throughout the term. These floor books can be made available to parents and carers on request and are regularly monitored throughout the school year.

The PSHE co-ordinator reports findings to the SLT on an annual basis in order to inform future planning.

This policy will be reviewed on a yearly basis and amended according to DFE and LA guidance.

Links

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance, Department for Education \(July 2019\)](#)
- [SCARF guidance for talking to children about puberty](#)
- [NSPCC guidance for talking to children about difficult topics](#)
- [NSPCC talk PANTS - guidance for talking to children about sexual abuse](#)
- [Equality act 2010, guidance from Government Equalities Office](#)
- [Keeping Children Safe in Education \(2022\), Department for Education](#)