

Relationship and Sex Education (PSHE) Policy

Bonneygrove and Millbrook Primary School Federation



Subject:	Relationship and Sex Education (PSHE) Policy
Approval date:	September 2024
Review date:	September 2025
Approved by:	Shen Hasekilerden (Chair of Governors) and Jane Acreman (Vice Chair of Governors)



BONNEYGROVE AND MILLBROOK PRIMARY SCHOOL FEDERATION

Intent

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Bonneygrove and Millbrook Primary School Federation, preparing them for the opportunities, responsibilities and experiences throughout their life. We follow a programme of study that not only reflects specific needs but also the universal needs shared by all pupils. It provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the local and wider global community.

As a maintained primary school, from September 2020, it is statutory that we provide Relationships Education and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017. This will be delivered through our Personal, Social and Health Education curriculum to all pupils in Reception to Year 6.

In our school, we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Health Education) using SCARF and other age appropriate support materials.

Sex education, although not statutory, has always been an important part of the Horizons Curriculum at Bonneygrove and Millbrook Primary School Federation. We will continue to teach this curriculum – some aspects which will now be covered under the new statutory Health Education Curriculum, the remaining objectives will be met through the Primary Science Curriculum. This is in line with the Department for Education (DfE) recommendation, that all primary school should have a sex education programme tailored to the age and maturity of the pupils.

PSHE

At Bonneygrove and Millbrook School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The SCARF Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use SCARF, as our chosen teaching and learning programme and tailor it to your children's needs. The long term and medium term planning document, and statutory Relationships and Health Education, shows exactly how SCARF, and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Implementation

What do we teach when and who teaches it?

Whole-school approach

SCARF covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Me and My Relationships	Includes understanding my own identity and how I fit well in the class, school, and global community. Class Charter established.
Autumn 2:	Valuing Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Keeping Myself Safe	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Spring 2:	Rights and Responsibilities	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Summer 1:	Being my Best	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Growing and Changing	Includes Relationships and Sex Education in the context of coping positively with change

At Bonneygrove and Millbrook Primary School Federation we allocate lesson time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, star of the week, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community, reinforcing our values of Believe and Achieve.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the SCARF Programme covers these is explained in the mapping document: SCARF and Statutory Relationships and Health Education.

It is important to explain that whilst the Me and My Relationships unit in SCARF covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in SCARF e.g., the Valuing Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the SCARF Programme covers these is explained in the mapping document: SCARF and Statutory Relationships and Health Education.

It is important to explain that whilst the Keeping Safe unit in SCARF covers most of the statutory Health Education, some of the outcomes are taught elsewhere in SCARF e.g., emotional, and mental health is nurtured in every lesson, social skills are grown every lesson through the circle time and discussion activity and respect is enhanced through the use of the Class Charter and SCARF values.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in SCARF this is taught as part of the Growing and Changing unit.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that 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'.

At Bonneygrove and Millbrook Primary School Federation, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction.

We intend to teach this as part of PSHE in which case parents have the right to withdraw their child.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Bonneygrove and Millbrook Primary School Federation, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the Growing and Changing Unit. We interpret sex education to mean puberty, conception, contraception, reproduction and birth and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the SCARF Growing and Changing unit:

- Year 4, Lesson 3 (All change)
- Year 5, Lesson 4 (Growing up and changing bodies)
- Year 6, Lesson 6 (Making Babies)

Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE, we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

Where appropriate, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

This policy will inform the school's Equality Plan.

At Bonneygrove and Millbrook Primary School Federation, PSHE Education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including

those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

LGBTQ (Lesbian, gay, bisexual, transgender, questioning)

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, and some may be fostered or adopted. Some may have other family arrangements, and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad and children should not be made to feel less accepted, or that their family is any less loving and caring. Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning.

Bonneygrove and Millbrook Primary School Federation’s ethos and the SCARF philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be. SCARF’s lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

Organisation/provision

We teach Relationship and Sex Education through our PSHE curriculum and have dedicated weekly curriculum time/lessons. PSHE is also covered through other areas of the school’s curriculum; e.g. Religious Education. In addition, PSHE is developed through whole-school activities and events:

- Our School Parliament; the representatives from each class meet regularly to discuss school matters.
- We offer a residential visits in Key Stage 2 where pupils in Year 6 visit outdoor training centres, where there is a particular focus on developing pupils’ self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Focus weeks; our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

PSHE and Computing

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an online safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other

technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Responsibilities

The Governing body will approve the PHSE policy, and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that the policy is taught consistently across the school. The PSHE team will support the implementation of our new curriculum, monitoring it across the school and providing relevant CPD.

- The staff are responsible for: Delivering PSHE in a sensitive way, adhering to the policy and guidance
- Modelling positive attitudes to Relationships education
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in PSHE, and when discussing issues related to relationships, treat others with respect and sensitivity.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case safeguarding procedures must be followed immediately.

Training

Staff are trained on the delivery of PSHE Education as part of continuous professional development. They will be guided and supported in how to respond to pupils where their understanding goes beyond that of the planned unit of work and how to deal with difficult questions.

Impact

The PSHE Team and SLT are responsible for monitoring and reviewing the standards of children's work and the quality of teaching. This will be undertaken through a variety of ways, which may include learning walks, book looks, lesson observations and/or pupil voice. They will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

Progress will be evidenced through pupil journals and children's personal, social, and emotional development.

Monitoring and Review

The governing body monitors this policy on an annual basis. The body gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

PSHE (including RSE) Policy Appendix

Government Expectations and SCARF Content and learning intentions.

Relationship Education in Primary schools – what do we cover?

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

The guidance states that, by the end of primary school:

	Pupils should know	How SCARF provides the solution
Families and people who care for 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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>All of these aspects are covered in lessons within the Units</p> <ul style="list-style-type: none"> • Me and My Relationships • Growing and Changing • Valuing Difference • Being My Best • Keeping Safe

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>All of these aspects are covered in lessons within the Units</p> <ul style="list-style-type: none"> • Me and my Relationships • Growing and Changing • Keeping Safe • Valuing Difference • Being my Best
Respectful Relationships	<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>All of these aspects are covered in lessons within the Units</p> <ul style="list-style-type: none"> • Me and My Relationships • Growing and Changing • Keeping Safe • Valuing Difference • Being My Best • Rights and Respect
Online Relationships	<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>All of these aspects are covered in lessons within the Units</p> <ul style="list-style-type: none"> • Me and my Relationships • Keeping safe • Valuing Difference • Being My Best

<p style="text-align: center;">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, for example family, school or other sources 	<p>All of these aspects are covered in lessons within the Units</p> <ul style="list-style-type: none"> • Me and My Relationships • Growing and Changing • Keeping Safe • Valuing Difference • Being My Best • Rights and Respect
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Physical Health and Mental Well Being Education in Primary schools – what do we cover?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mental wellbeing</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	<p>All of these aspects are covered in lessons within the Units</p> <ul style="list-style-type: none"> • Me and my Relationships • Growing and Changing • Keeping safe • Valuing Difference • Being My Best • Rights and Respect
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Me and My Relationships • Keeping Safe • Valuing Difference
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Me and My Relationships • Keeping Safe • Being my Best
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy eating</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> • Keeping Safe • Being my Best

Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> Keeping safe
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing the facts and science relating to allergies, immunisation and vaccination 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> Me and My Relationships Keeping Safe Being my Best
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries 	<p>All of these aspects are covered in lessons within the units</p> <ul style="list-style-type: none"> Keeping Safe
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Growing and Changing