



Pinfold Primary

'Learning is our passion'

'Small but mighty!'

Head: Claire Tjaveondja

Chair of Governors: Nicola Jackson

Pinfold Primary PSHE with RSE Policy 2021

Pinfold Primary PSHE and SRE Policy 2021

Pinfold Curriculum intent:

We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring curriculum will create independent, critical thinkers, confident, responsible and caring, high reaching learners who have the skills and knowledge to be able to keep themselves and others safe and happy, challenge discrimination and to make our world a better place.

Relationships Education

To embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self- efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

If you have any questions relating to this policy, please direct them to Mrs Tjaveondja:

head@pinfold.lancs.sch.uk or call her at school on 01704 840338

(DFE statutory guidance 2019 point 1 page 8)

[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)

Definition of Relationships Education for Pinfold Primary School

We will begin by 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.

We will enable children to keep themselves and other safe so we will talk about healthy friendships, family relationships and other relationships they may be likely to encounter. We will establish how to treat each other with kindness, consideration, the importance of honesty and truthfulness and seeking permission seeking and giving and the concept of personal privacy. We will help them establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other, content. These are the forerunners of teaching about consent, which is taught at secondary school.

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How we do it at Pinfold Primary School

In our school we will give children opportunities for learning about what a relationship is through discussion, role play, circle times and assemblies and in the Early Years through puppet work.

We have begun to audit our children's emotions, needs, feelings, beliefs and knowledge through a personal profile and regular wellbeing and involvement assessments from the class teachers. This has informed us, a little of what our children need to know to enable them to grow and develop in a healthy and happy way. We intend to teach them the skills they need to think clearly, keep calm, evaluate, plan a way ahead, help others and stay healthy, both mentally and physically. In our modern world, this also includes online interactions and appropriateness so children can learn to stay safe.

All children and staff will have the opportunity to ask questions via open discussion or by posting their ideas or questions named or anonymously into our worry boxes. These will be read and collated and incorporated into lessons or dealt with separately where appropriate.

This academic year we will be teaching, assessing, and then using what the children have learned as next years prior learning. This will ensure we are teaching to exactly our children's needs and that their skills, knowledge and experiences will be cumulative.

As we are teaching to mixed age classes, we will develop a four-year program. This year, as we are starting from a new beginning, we will be assessing knowledge and need and planning termly. We want to make sure we are addressing any need arising from COVID experiences and help the children in this first academic year back, whilst still complying with statutory requirements.

We will be teaching our children about equality. In conjunction with our Promoting British Values Policy, we will be teaching children about the protected characteristics. It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We will teach them about the rule of law and the rule of god and the rule of law and give them opportunities to discuss the various rules of different religions and compare to the law of our country. This will be cross-referenced in our RE policy.

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We have a whole school ethos, which we are building on to promote determination, resilience and strength and openness of mind. The children have engaged in yoga and will be continuing this in September. The children will be working with nature as much as possible, giving them chance to centre themselves after the trauma of lock down.

Trips and Life experiences

We value hands on learning and recognise that not all children have equal experiences and knowledge of life. To help make sure children have life experiences to build their learning on we plan in a variety of visits at the beginning of each term. We invite parents and other visitors and external agencies in to talk about their life experiences and challenges. We are also developing an experience passport, where children can record what they have experienced. We listen to what the children would like to experience and ensure they have a voice. This happens through regular class discussions, talking to and listening to the children, through the Pupil Council and various questionnaires.

We will teach children the importance of having respect for themselves and others. We will be using the 'No Outsiders' work by Andrew Moffat as guidance.

'There are no outsiders in our school. Everyone is and insider no matter their beliefs, whatever their colour, gender or sexuality.'

(Desmond Tutu 2004)

We will teach our children to challenge discrimination.

We will engage with parents and carers and strive to ensure our children leave our primary school, happy and excited about living in a community full of difference and diversity, whether that is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion. There will be no outsiders in our school.

This relationships education will go hand in hand with our health education. It will not be separated out. We will be concentrating on good health, eating, sleep patterns, exercise and mental wellbeing for the autumn term.

Sex Education

In our school, children will be taught about reproduction through science, progressively and cumulatively through school. As children reach the beginnings of puberty we will assess their knowledge and maturity and in Year 5 or Year 6 teach them about sexual relationships.

We recognise it may be difficult for parents and carers to think about their children learning about such things but we believe in this age of technology where our primary

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age children have access to the internet we prefer to think of us answering their questions about how life is made rather than their peers and the internet. This way we can ensure the emotions and relationships are not forgotten.

Sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is formed as set out in human life cycle in the NC stipulation for Science.

It should ensure all children are prepared for both the physical and emotional changes of puberty including menstruation and wet dreams.

Children need to understand how both girls and boy's bodies function and change as they grow into adults.

Parents and carers may consult with us as to the exact content before we teach it. Although a mixed age class, we will separate out the Key stage 2 children for this element of our teaching, as well as some other Circle Times, to always be sensitive and age appropriate.

SEND

RSE and Health Education must be accessible for all pupils. We will ensure through careful planning, reference to the Code of Practice, sensitive delivery and differentiation that our children with SEND access the curriculum.

Safeguarding

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Right to withdraw

We are putting this policy out in draft form and are in the process of consulting with parents as to their views and opinions. There will be opportunity for parents to see the materials we will be using below and feedback. Once completed the relationships part of our curriculum will be statutory. Parents or carers may not withdraw their children from this and by signing our home school, agreement parents are acknowledging this.

Whilst we strongly encourage parents and carers to encourage their children to learn about the sex education part of our relationships education in years 5 and 6 and to trust that all our teaching will be sensitive and age/developmentally appropriate, and

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with reference to the law, they do have the right to withdraw. Please speak to your class teacher or the Head if you have any worries. The Head will then invite you in for a discussion and if appropriate invite your child in to ensure their views and rights are upheld. If the parents are still not happy with this education, we will then need the request to withdraw in writing.

Content, Curriculum Design and Delivery

Our curriculum complies with the government guidance 2019 and updated guidance 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)

Our programme of study is bespoke and has been written to the needs of our children. These are updated as the lessons proceed to ensure any misconceptions etc. are addressed.

We will begin teaching relationships, health education in the EYFS. PSHE is already an integral part of early learning. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHE (Association) education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, are interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

The PSHE Curriculum is written with three core themes;

- Health and wellbeing
- Relationships
- Living in the wider world

See link: https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf

The DFE requires primary school children to know certain information, by the time they leave. This is under the headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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We use the PSHE Association resources and the materials from Andrew Moffat and have integrated them to ensure we meet all the statutory requirements and our childrens needs.

We will use various stories and non-fiction books and video clips (please see below) as a source of discussion.

All our objectives are from the DFE guidelines and from the PSHE quality assured resources.

Our children receive lessons and assemblies from Mrs Tjaveondja and PSHE, RSE and Health education is interwoven into our curriculum and taught by class teachers and support staff and positive skills and attitudes are reinforced throughout the school day.

Please see our PSHE and RSE Curriculum Overview 2020-2024 for detailed information on what your children will learn at school in the EYFS, Key Stage 1 and Key Stage 2.

This is our updated Sex Education curriculum:

 <p>Statutory Guidance</p>
<p>Sex Education</p> <p>Most of the scientific parts of sex education are taught as part of our Science curriculum. We believe it is important to teach children about relationships alongside this. As a school we will assess the knowledge and maturity of the cohort of children accrued from the RSH education previously taught in school and decide year on year what exactly children need to know, what is appropriate to that particular cohort of children and if for example there is need to address a child's misconceptions. This will generally be taught in Years 5 or 6, depending on prior knowledge, appropriateness and maturity.</p> <p>We will include:</p> <ul style="list-style-type: none">• growing and changing: human reproduction and birth; increasing independence; managing transitions• to recognise some of the changes as they grow up e.g. increasing independence• about what being more independent might be like, including how it may feel• about the transition to secondary school and how this may affect their feelings• about how relationships may change as they grow up or move to secondary school• puberty: change and becoming independent• how a baby is made• pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse)• a basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made.• health and wellbeing• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school• identify the links between love, committed relationships and conception •

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- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

This is how we have organised our learning to ensure coverage in our mixed age classes.

Pinfold Primary Relationships, Sex and relationships and Health Curriculum Overview 2020-24

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

(we have swapped Autumn and Summer around)

		Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
20-21	Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
		22-23	21-22	23-24	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
20-21	Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
21-22	Year 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
22-23	Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations; including responding in emergencies; first aid and FGM	
23-24	Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	

Difficult Questions

We recognise many questions can be uncomfortable. However, we believe a child deserves an open and honest answer from a safe adult.

We will answer a question to the whole class where appropriate, if not we will differentiate and respond according to need. We will use our worry box and explain children can pop any ideas and questions into the box (as mentioned earlier), where children can ask questions if they are too shy to do so in class, and will be addressed separately where appropriate.

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Governors

The governors are being consulted regarding the writing and development of this policy and will receive annual feedback from the Head teacher in her Head teachers report on the impact and progress.

Review dates

This policy will be reviewed in April 2022 and any updates added. It will then go again to governors to be accepted.

This policy is written to comply with the:

2010 Equality Act

2002 Education Act

Please read in conjunction with our:

Safeguarding Policy 2020

Keeping Children Safe in Education 2020

Visitors Policy 2020

Healthy Lifestyle Policy 2020

Materials and useful links:

No Outsiders in Our School- Teaching the Equality Act in Primary schools, Andrew Moffat

No Outsiders- Everyone Different, Everyone Welcome -Andrew Moffat

Circle Times: Jenny Mosely

A Programme of Study for PSHE (PSHE Association):

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

PSHE Association Website:

<https://www.pshe-association.org.uk/user>

Sex Education Forum:

<https://www.sexeducationforum.org.uk/>

Link to the FAQ's from the Department for Education:

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

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