



## West Green Primary School PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) policy

Reviewed on:	July 2023
Next Review:	July 2025
Staff Responsibility	SLT
Governor responsibility	FGB
Signed by Chair	

### Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

# **PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) policy**

## **Aims**

At West Green Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Christopher Winter Project for RSE and Drugs/Alcohol Education. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory.

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at West Green are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships,
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- 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

## **Statutory requirements**

At West Green Primary School, we teach PSHE and RSE as set out in this policy.

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At West Green, we are committed to retaining our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

## **Policy development**

This current draft policy has been developed in consultation with staff and pupils. The School is also listening to the views of parents and carers, and following consultation, will make a reasonable decision as to how it wishes to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. Where changes are deemed appropriate, this policy will be reissued with those changes.

The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
4. Ratification – the draft policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.
5. Parent consultation – the draft policy and schemes of work were shared with parents. An online parental survey was run to gather views on the policy and parents/carers' feedback on the school's teaching of RSE and experiences so far. Survey results were circulated to governors, SLT and RSE lead. No changes were deemed necessary to the policy itself, however, feedback on improved communications and sensitivity with regard to certain topics were taken on board for future lessons. The policy was then ratified again by Governors.

## **Definition**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

**RSE is not about the promotion of sexual activity.**

## **Delivery of PSHE and RSE**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At West Green, we have developed our own PSHE scheme of work for Years 1-6, which incorporates the Christopher Winter Project RSE and Drugs and Alcohol lessons and resources. These lessons are based around a theme which changes half-termly. Reception-Year 6 will use the CWP for RSE lessons.

At West Green, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at West Green, for example, through teaching about different types of family, including those with same- sex parents.

## **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils 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 pupils as their academic achievements.

## **Roles and responsibilities**

The governing body will approve the PSHE and RSE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

## **Staff**

Staff are responsible for:

- Delivering PSHE and 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 [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

## **Pupils**

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

## **Parents' right to withdraw**

The school is well aware that the primary role in children's relationships and 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:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- 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.

We have committed to retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

## **Training**

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by Esmā Kiran and SLT through: Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years.

At every review, the policy will be approved by the governing body and head teacher.

Date: July 2023

Review: July 2025

## PSHE Whole School Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Me and Others/Feelings.</b></p> <ul style="list-style-type: none"> <li>-what makes themselves and others special</li> <li>-roles and responsibilities at home and school</li> <li>-being co-operative with others</li> </ul> <p>Elmer – David McKee The rainbow fish – Marcus Pfister</p>	<p><b>My money/job roles (enterprise)</b></p> <ul style="list-style-type: none"> <li>-where money comes from and making choices when sending money</li> <li>-saving money and how to keep it safe</li> <li>-the different jobs people do</li> </ul> <p>Charlotte's Piggy Bank – David McGee My rows and piles of coins – Tolowa M Mollet</p>	<p><b>Staying safe.</b></p> <ul style="list-style-type: none"> <li>-safety in familiar situations</li> <li>-personal safety</li> <li>-people who help keep them safe outside the home</li> </ul> <p>We're going on a bear hunt – Micheal Rosen Can't sleep little bear? – Martin Wadell</p>	<p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>-different types of feelings</li> <li>-how to manage feelings</li> <li>-change or loss and how this can feel</li> </ul> <p>Badger's parting gifts – Susan Varley</p>	<p><b>What I put into or on my body.</b></p> <ul style="list-style-type: none"> <li>-what can go into bodies and how it can make people feel</li> <li>-what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Fun times</b></p> <ul style="list-style-type: none"> <li>-food that is associated with special times in different cultures</li> <li>-active playground games from around the world</li> <li>-sun-safety</li> </ul> <p>The Mousehole Cat</p> <p><b>RSE</b> Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care</p>
Year 2	<p><b>What keeps me healthy?</b></p> <ul style="list-style-type: none"> <li>-eating well</li> <li>-the importance of physical activity, sleep and rest</li> <li>People who help us to stay healthy and well and about basic health and hygiene routines</li> </ul> <p>I will not ever eat a tomato – Lauren Child Germs are not for sharing – Elizabeth Verdick</p>	<p><b>Safety (Indoors and outdoors)</b></p> <ul style="list-style-type: none"> <li>-keeping safe in the home, including fire safety</li> <li>-keeping safe outside</li> <li>-road safety</li> </ul>	<p><b>Medicine</b></p> <ul style="list-style-type: none"> <li>-why medicines are taken</li> <li>-where medicines come from</li> <li>-keeping themselves safe around medicine</li> </ul>	<p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>-the importance of special people in their lives</li> <li>-making friends and who can help with friendships</li> <li>-solving problems that might arise with friendships</li> </ul> <p>Hello – Jack Foreman I'm not invited? – Diana Cain Bluthenthal</p>	<p><b>RSE and one science lesson</b></p> <ul style="list-style-type: none"> <li>-to understand and respect the differences and similarities between people</li> <li>-the biological differences between male and female animals and their role in the life cycle</li> <li>-growing from young to old and that they are growing and changing</li> <li>-everybody needs to be cared for and ways in which they care for others</li> <li>-different types of family and how their home-life is special</li> </ul> <p>Once there were giants – Martin Waddel The World is full of babies –Mick Manning Tell me again about the day I was born – Jamie Lee Curtis</p> <p><b>RSE</b> Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts</p>	

<p><b>Year 3</b></p>	<p><b>Bullying</b>          -recognise and how it can make people feel          -different types of bullying and how it can make people feel          -different types of bullying and how to respond to incidents of bullying          -what to do if they witness bullying</p> <p><i>I'm number one – Michael Rosen</i>  <i>Bully – Davis Hughes</i></p>	<p><b>Money, saving and spending</b>          -what influences people's choices about spending and saving money          -how people can keep track of their money          -the world of work</p> <p><i>A chair for my mother – Vera Williams</i></p>	<p><b>Celebrating difference</b>          -valuing the similarities and differences between themselves and others          -what is meant by community          -learn about belonging to groups</p> <p><i>The New Jumper (The Hueys) – Oliver Jeffers</i></p>	<p><b>What helps me choose</b>          -making healthy choices about food and drinks          -how branding can affect what foods people choose to buy          -keeping active and some of the challenges</p> <p><i>Happy belly, happy smile – Rachel Isadora</i></p>	<p><b>Strengths and challenges</b>          -celebrating achievements and setting personal goals          -dealing with put-downs          -positive ways to deal with set-backs</p> <p><i>How to catch a star – Oliver Jeffers</i>  <i>Wonder Goal – Michael Foreman</i></p>	<p><b>Tobacco is a drug</b>          -to know the definition of a drug and that drugs can be harmful to people          -the effects and risks of smoking tobacco and second-hand smoke          -the help available for people to remain smoke free or stop smoking</p> <p><b>RSE</b>  <a href="#">Lesson 1: Differences: Male and Female</a>  <a href="#">Lesson 2: Personal Space</a>  <a href="#">Lesson 3: Family differences</a></p>
<p><b>Year 4</b></p>	<p><b>Playing safe</b>          -how to be safe in their computer gaming habits          -keeping safe near roads, rail, water, building sites and around fireworks          -what to do in an emergency and basic emergency first aid</p>	<p><b>Borrowing money</b>          -money can be borrowed but there are risks associated with this          -what enterprise is          -what influences people's decisions about careers (See Year 5)</p> <p><i>Lemonade in winter – Emily Jenkins</i>  <i>One hen –Katie Smith Milway</i></p>	<p><b>What is important to me?</b>          -why people eat or avoid certain foods (religious, moral, cultural or health reasons)          -about other factors that contribute to people's food choices          -the importance of getting enough sleep</p> <p><i>Herb, the vegetarian dragon – Jules Bass</i>  <i>The boy with the square eyes – Juliet Snape</i></p>	<p><b>Democracy</b>          -Britain as a democratic society          -how laws are made          -about the local council</p> <p><i>The day Gogo went to vote Rosa – Nikki Giovanni</i></p>	<p><b>Choices about drugs</b>          -that there are drugs that are common in everyday life and why people choose to use them          -the effects and risks of drinking alcohol          -different patterns of behaviour that are related to drug use</p>	<p><b>Dealing with feelings</b>          -wide range of emotions and feelings and how these are experienced in the body          -times of change and how this can make people feel          -the feelings associated with loss, grief and bereavement</p> <p><i>Seal surfer – Michael Foreman</i>  <i>The heart and the bottle – Oliver Jeffers</i></p> <p><b>RSE</b>  <a href="#">Lesson 1: Growing and Changing</a>  <a href="#">Lesson 2: What is Puberty?</a>  <a href="#">Lesson 3: Puberty changes and Reproduction</a></p>



<p><b>Year 5</b></p>	<p><b>Stereotypes, Discrimination and prejudice</b>          -stereotyping, including gender stereotyping          -prejudice and discrimination and how this can make people feel          -(Equality workshop?)</p> <p><b>The boy with the pink hair – Perez Hilton</b>  <b>Dogs don't do ballet – Anna Kemp</b>  <b>Secret friends – Elizabeth Laird</b></p>	<p><b>When things go wrong</b>          -keeping safe online          -violence in relationships is not acceptable          -problems that can occur when someone goes missing from home</p> <p><b>Way home – Gregory Rogers</b></p>	<p><b>Different influences</b>          -the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis          -different influences on drug use – alcohol, tobacco and nicotine products          -strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p>	<p><b>In the media</b>          -the messages given on food adverts can be misleading          -about role models          -about how the media can manipulate images and that these images may not reflect reality</p> <p><b>The wizard and the ugly book of shame - Pablo Bernasconi</b></p>	<p><b>RSE- Use WG Scheme</b>          -the way we grow and change throughout the human lifecycle          -the physical changes associated with puberty          -menstruation and wet dreams          -the impact of puberty in physical hygiene and strategies for managing this          -how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty          -strategies to deal with feelings in the context of relationships          -to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p><b>Frog in love - Max Velthuijs</b>  <b>RSE</b>  <b>Lesson 1: Talking About Puberty</b>  <b>Lesson 2: Male and Female Changes</b>  <b>Lesson 3: Puberty and Hygiene</b></p>
<p><b>Year 6</b></p>	<p><b>Keeping Safe</b>          -feelings of being out and about in the local area with increasing independence          -recognising and responding to peer pressure          -consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p><b>FGM</b>          -the importance for girls to be protected against FGM</p>	<p><b>Weighing Up the Risk</b>          -the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs          -assessing the level of risk in different situations involving drug use          -ways to manage risk in situations involving drug use</p>	<p><b>Human Rights</b>          -people who have moved to Haringey from other places (including refugees)          -human rights and the UN Convention          -homelessness</p> <p><b>Way Home –Gregory Rogers</b>  <b>Four feet, two sandals – Karen Lynn Williams</b>  <b>My name is Sangoel – Karen Williams</b></p>	<p><b>Healthy Minds</b>          -what mental health is          -what can affect mental health and some ways of dealing with this          -some everyday ways to look after mental health          -the stigma and discrimination that can surround mental health</p> <p><b>The illustrated mum – Jaqueline Wilson</b>  <b>Grandpa has changed – Pam Pollach</b>  <b>Finding a voice – Kim Hood</b></p>	<p><b>SRE- Use WG Scheme</b>          -the changes that occur during puberty          -consider different attitudes towards and values around gender stereotyping and sexuality and consider their origin and impact          -what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships          -human reproduction in the context of the human life-cycle          -how a baby is made and grows          -roles and responsibilities of carers and parents          -to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p><b>RSE</b>  <b>Lesson 1: Puberty and Reproduction</b>  <b>Lesson 2: Understanding Relationships</b>  <b>Lesson 3: Conception and Pregnancy</b>  <b>Lesson 4: Communication in Relationships</b></p> <p><b>Knife Crime</b></p> <ul style="list-style-type: none"> <li>- Trip to Ben Kinsella Exhibition</li> <li>- Why do people carry knives?</li> <li>- What are the consequences of carrying a knife?</li> <li>- How to make the right choices?</li> <li>- What to do? Where to get help from?</li> </ul>

## Reception: Our Lives

Lesson 1: Our Day

Lesson 2: Keeping Ourselves Clean

Lesson 3: Families

## Year 1: Growing and Caring for Others

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

## Year 2: Differences

Lesson 1: Differences: Boys & Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

## Year 3: Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

## Year 4: Growing Up

Lesson 1: Growing and Changing

Lesson 2: What is Puberty?

Lesson 3: Puberty Changes and Reproduction

## Year 5: Puberty

Lesson 1: Talking About Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

## Year 6: Puberty, Relationships and Reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Understanding Relationships

Lesson 3: Conception and Pregnancy

Lesson 4: Communicating in Relationships