



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

Costock CE Primary School

Where every child is a star! 

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Intent

At Costock Church of England Primary School and Nursery, we believe it is important that all children receive a high quality Personal, Social, Health and Economic Education. Relationship Education and Health Education must be delivered to every primary-aged pupil. We understand that all aspects of PSHE and RSE are important and necessary part of all pupils' education, and it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives. The subject makes a crucial contribution to schools' duties. Personal, Social, Health and Economic Education (PSHE) should enable children to become healthy, independent and responsible members of society.

,Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal parental right to withdrawn

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The head of school will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the head of school will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil (for example, social and emotional effects of being excluded) will also be discussed. A record will be made of the discussion between the headteacher, the pupil and the parent. The parent will be informed in writing of the head of school's decision. Where a pupil is withdrawn from sex education, the head of school will ensure that the pupil receives appropriate alternative education.

3. Aims and outcomes

Relationship Education

Families and people who care for me

By the time pupils leave the school, they should know:

- 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.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the time pupils leave the school, they should know:

- 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.

Respectful relationships

By the time pupils leave the school, they should know:

- 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.

Online relationships

By the time pupils leave the school, they should know:

- 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.

Being safe

By the time pupils leave the school, they should know:

- 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 recognize 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.

Health Education

Mental wellbeing

By the time pupils leave the school, they should know:

- 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 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.

Internet safety and harms

By the time pupils leave the school, they should know:

- 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 recognize 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.

Physical health and fitness

By the time pupils leave the school, they should know:

- 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 in school if they are worried about their health.

Healthy eating

By the time pupils leave the school, they should know:

- 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).

Drugs, alcohol and tobacco

By the time pupils leave the school, they should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the time pupils leave the school, they should know:

- How to recognize 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, immunization and vaccination.

Basic first aid

By the time pupils leave the school, they should know:

- 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.

Changing adolescent body

By the time pupils leave the school, they should know:

- 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.

4. Teaching and learning

PSHE is taught in mixed aged classes by the class teacher, sometimes as a standalone lesson, sometimes through other subjects such as PE, Computing and Science. PSHE and RSE are also covered in one off events such as on-line safety weeks, DARE and anti-bullying week. RSE is taught either taught in mixed age (if appropriate) or single aged classes by the class teacher or ta. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of PSHE and RSE might involve:

- Whole-class teaching
- Small group discussions

- Circle time
- Role Play
- Active teaching and learning

5. Curriculum overview

Here at Costock CofE Primary School pupils will follow a RSE and PSHE curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that raise aspirations, improve life chances and support pupils' wellbeing. The focus of RSE is on teaching the fundamental building blocks and characteristic of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

5.1 Early Years Foundation Stage (EYFS)

We teach RSE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Our teaching in RSE matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. (See Early Years Foundation Stage Profile.)

We also support citizenship education to our reception children, where we teach 'Understanding of the world'. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

5.2 Key Stage (KS) 1

In KS1, pupils will:

- Understand that families look after us.
- Know that families can be made up of different people.
- Know and use words to describe how people are related e.g. cousin
- Know that families may be different to my family
- Understand characteristics of a positive friendship
- Know some problems which might happen in friendships and that these can be overcome.
- Understand some problems in friendships might be more serious and need addressing.
- Understand how loss can change and affect us.
- Know ways we can remember significant people or events.
- Understand we can limit the spread of germs by having good hygiene.
- Explore the effect that food and drink can have on my teeth and body.
- Explore some of the benefits of a healthy and balanced diet.
- Explore how exercise affects different parts of the body.
- Know and identify different feelings and emotions and explore coping strategies to help regulate emotions.

5.3 Key Stage (KS) 2

See this example for history (adapted from the National Curriculum):

In KS2, pupils will:

- Know that problems can occur in families and that there is help available if needed.

- Explore ways to resolve friendship issues and developing an understanding of the impact of bullying and what to do if it occurs.
- Know that bullying can be physical or verbal.
- Explore physical and emotional boundaries in friendship.
- Know that stereotypes can be unfair, negative and destructive.
- Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.
- Understand what respect is and that everyone deserves respect but it can be lost.
- Know that trust is being able to rely on someone and it is an important part of relationships.
- Understand similarities and differences between people.
- Know that bereavement describes the feeling someone might have after someone dies or another big change in their lives and how to help someone who has experienced bereavement.
- Explore the process of grief and understanding that it is different for different people.
- Understand the importance of dental hygiene.
- Know how to have a healthy lifestyle with physical exercise, balanced diet and rest.
- Understand what a problem or a barrier is and that these can be overcome.
- Know that vaccinations can give us protections against disease.
- Develop strategies for being resilient in challenging situations.
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5.4 Programmes of study

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Self-Regulation: My feelings	Building Relationships: Special relationships	Managing Self: Taking on challenges	Self-Regulation: Listening and following instructions	Building Relationships: My family and friendship	Managing Self: My wellbeing
Class 1-3	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition

We are using Kapow for our RSE and PSHE curriculum they have mixed aged planning. The programme of study for Class 1, 2 and 3 have the same headings but cover different objectives each week and progress as the students move up the school. There is a Cycle A and B to work with mixed aged classes.

6. Cross-curricular links and SMSC

RSE and PSHE shares links with the following subjects:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- › PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

7. Assessment and recording

7.1 Assessment

Costock C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do.

8. Resources

8.1 Textbooks and other equipment

There is a range of age appropriate resources to support the teaching and learning of PSHE and RSHE, including books, photographs, across the school. We have interactive boards to access the internet as a class as well as iPads and laptops for the students to use individually or in small groups.

8.2 External speakers, local museums, trips

Opportunities for outdoor learning will be provided where possible. Throughout their time at school, all children will have the opportunity to take part in Gardening club where they will have the opportunity to plant, grow and eat a variety of plants. Visitors will be used to support the teaching such as DARE officers in Class 3 and health professionals.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally

- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for RSE and PSHE at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in RSE and PSHE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study RSE and PSHE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in RSE and PSHE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy

- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.