



Caring, achieving, persevering

RSE (including PSHE) Policy

Headteacher: _____

Chair of LAB: _____

Review date: January 2024



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

Overview:

RSE is taught as part of our PSHE curriculum and covers issues around safety, relationships, consent, pleasure, abuse, online safety, wellbeing (including economic wellbeing) and physical health and fitness. Our well-embedded practice allows children to **safely** explore their feelings and emotions so that they can modify and shape their thoughts and views as they grow and mature.

Our policy has been written using the **PSHE Association Programme of Study** and is in line with the statutory guidance on [RSE and HE, The PSHE Association guidance for RSE policy](#) and the [NSPCC Guidance](#).

Great Dalby Primary School strives to achieve the [12 principles of good quality RSE teaching](#).

The PSHE Association identify 3 key areas of learning: Relationships, Health and wellbeing and Living in the wider world. At Great Dalby Primary School, we cover all three key learning areas. The RSE elements are highlighted in green.

1. Relationships (R)

- Families and close positive relationships (R1)
- Friendships (R2)
- Managing hurtful behaviour and bullying (R3)
- Safe relationships (R4)
- Respecting self and others (R5)

2. Health and wellbeing (H&W)

- Healthy lifestyles (physical wellbeing H&W1)
- Mental health (H&W2)
- Ourselves, growing and changing (H&W3)
- Keeping safe (H&W4)
- Drugs, alcohol and tobacco (H&W5)

3. Living in the wider world (LWW)

- Shared responsibilities (LWW1)
- Communities (LWW2)
- Media literacy and digital resilience (LWW3)
- Economic wellbeing: Money (LWW4)
- Economic wellbeing: Aspirations, work and career (LWW5)

This policy been produced by the PSHE coordinator in consultation with staff, pupils and parents within the academic year 2018/19, mindful of the National Statutory Requirements coming in to place. It has been reviewed and updated in January 2022.

Vision:

Our vision is to allow all of our children opportunities to explore their attitudes, values and beliefs to keep themselves happy, healthy, safe and prepared for life and work in modern Britain by delivering a broad and balanced, holistic curriculum. Key to our strategy is teaching resilience and developing their character so that they might effectively deal with the everyday challenges they may face as they go through life. Our school ethos and motto of *Caring, achieving, persevering* encompasses our key character goals and is at the heart of all we do.

Caring - we care for; ourselves, our belongings, other people and their belongings, our surroundings, our environment

Achieving - we want to achieve the best we can achieve by always trying our best

Persevering - we will keep trying in everything we do, even when things are hard or we don't succeed the first time.

Learning Environments:

Safe and supportive learning environments underpin everything we do. Each lesson aims to provide real-life learning scenarios whilst protecting our children from learning through shock or guilt. Children are given opportunities to develop metacognition. In each session children make a working agreement (i.e. rules to follow, which include the right to pass, showing respect and no naming and shaming) and each class has an 'ask-it basket' (to share worries or thoughts and questions). Children are made aware that anything deemed as harmful to themselves or to others cannot be kept confidential and will be shared with the DSL.

Teaching:

Although some areas of PSHE/RSE are taught within other subject areas, we also plan weekly PSHE/RSE lessons. Despite having mixed-age classes, these lessons are taught in small, single-year groups. Each lesson aims to provide age and stage appropriate learning. All teachers, HLTAs and Teaching Assistants leading the lessons have been trained to do so. We use a ratified scheme of learning called RSE Solutions (Educator Solutions) for the

majority of the learning sessions in conjunction with 4 units from Cambridge PSHE Association.

We identify that PSHE/RSE may be taught using a range of methods including:

- Role play
- Games
- Debates
- Scenario cards
- Stories
- Videos
- Hot-seating
- Use of external agencies (NSPCC, Warning Zone, Bikeability...)
- Whole school assemblies

Teachers/HLTAs/TAs will exercise the right to **interject** or use **diversion strategies** in order to stop a child revealing something sensitive or inappropriate to the whole class. This will be picked up privately at the next, most suitable moment within the lesson, or immediately after the lesson. Sometimes children ask difficult questions beyond which they are required to know. Strategies on how to handle these questions are outlined in each unit of work and/or can be referred to the PSHE/RSE Coordinator for support. Signposting reliable websites or using good quality books may also be used to support some of our families.

Parents/carers and their right to withdraw:

Parents and carers are the key figures in supporting their child/ren through the emotional and physical aspects of growing up. We seek to work in partnership with our families when planning and delivering RSE. We will encourage this partnership by:

- Keeping parents and carers up to date with our PSHE/RSE curriculum
- Providing parents with an opportunity to comment on PSHE/RSE within school and voice their thoughts
- Inviting parents to learn more about resources and activities used in RSE by holding information workshops
- Reviewing the policy in consultation with parents
- Informing parents and carers about the programme of learning as their child joins the school through the school brochure/prospectus/website.

If our families feel they wish to withdraw their child/ren from part or all of the **non-statutory** components of sex education within RSE, a meeting will be arranged to address

any concerns between the school and the parents/carers. If after this meeting they still wish to withdraw, requests should be put in writing and addressed to the head teacher. Only those areas going beyond the statutory learning in science may be withdrawn from.

Equality and Diversity:

We promote social learning and expect our pupils to show a high regard of the needs of others by being tolerant and respectful to all. We will use PSHE/RSE education as a vehicle to address equality and diversity issues and to ensure equality for all.

Values:

We believe in:

- Promoting **British Values** through SMSC, this is at the core of what we do.
- **Routes to Resilience** including using the *Power of Yet* and learning about the importance of having a *Growth Mindset*.
- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.
- **Happy Lunchtimes** - all staff promote happy lunchtimes and we have play leaders in year 6.

Assessment:

Due to the personal nature of PSHE/RSE education, there is no passing or failing in this area. Teachers may use:

- Mind maps
- Quizzes
- Washing lines
- Discussions
- Working walls
- Points on a scale
- Teacher assessment
- Pupil voice

Monitoring and Evaluating:

PSHE/RSE is monitored as part of the school's monitoring and evaluation schedule. The subject leader may undertake a variety of methods to assess the subject including, but not limited to, book scrutiny, learning walks, pupil discussions or observations.

RSE Solutions - knowledge by year group and link to PSHE Association

	Autumn 2 My Feelings	Autumn 2 My Body	Spring 1 My Relationships	Spring 2 My Beliefs	Summer 2 My Rights and Responsibilities	Summer 2 Asking for Help
R	How feelings are expressed, words to describe feelings and simple strategies for managing feelings. H&W2	Basic personal hygiene. R5 H&W1	Celebrating similarities and differences. R2,4	Likes dislikes and making choices. H&W2,3	Personal privacy. The right to keep some things private. Respecting other people's privacy. H&W1,4 R4	Special people. What makes them special and how special people care for one another. R1,2
1	Recognising how others show feelings and how to respond. H&W2 R2	Naming the main parts of the body, including external genitalia using scientific terms. R5 H&W3	Listening to other people, playing and working cooperatively. Resolving simple arguments through negotiation. R2,3,5 LWW1	Celebrating similarities and differences between people. H&W3 R3 LWW1,2	The right to be protected from diseases, and the responsibility to protect others. H&W1,4 LWW1 R4	The people who look after us. Who to go to if you're worried and how to attract their attention. R1,4 H&W4
2	Recognising and celebrating strengths and achievements. Setting simple but challenging goals. H&W2,3	Growing and changing throughout life. R5 H&W3	Understanding that bullying is wrong and unacceptable. R2,3,4 LWW1	Different families. Understanding their will never be another them! R1 H&W2 LWW2,3	Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. R3,4,5 H&W4 LWW1	The difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. R2,4,5
3	Identify personal strengths and set aspirational goals, understanding how this builds self-esteem. H&W2,3	How their body may change as they grow and develop. R5 H&W2,3	The attributes of positive, healthy relationships. R1 LWW1	Challenging gender stereotypes. R5 LWW2,3	The right to protect their body from unwanted touch. R1,4,5 H&W4	The differences between secrets and surprises, knowing when it is right to break confidence and share a secret. R2,4,5 H&W4
4	Recognising a wide range of emotions. Responding to their own, and other people's emotions. H&W2,3 R4,5	Anticipate body changes, understanding that some are related to puberty. R5 H&W2,3	Acceptable and unacceptable physical behaviours and how to respond. R2,3,4,5 H&W4 LWW1	That differences and similarities between people arise from a number of factors including family types and personal identity. R5 LWW2,3	That marriage is a commitment freely entered into. R1,5	Knowing when to ask for help to manage a situation, and use skills to ask for help. R3 H&W4
5	How emotions may change as they approach, and move through puberty. H&W2,3 R4,5	Anticipate how their body may change as they approach, and move through puberty. R5 H&W2,3	Healthy relationships, including the skills to manage and maintain relationships. R2,3,4,5 H&W3,4 LWW1	Correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying. R3,5 LWW H&W3	Strategies for keeping safe online, knowing personal information can be shared easily. H&W1,4 LWW3	How to manage accidental exposure to upsetting online material, including who to talk to about it. LWW3 H&W4

6	That images in the media including online do not always reflect reality, and can affect how people feel about themselves. H&W2,3 R4,5 LWW2	That sexual intercourse leads to reproduction. The scientific terms to describe the male and female sexual organs. R4,5 H&W2,3	The nature and consequences of discrimination, including the use of prejudice-based language. R3,4,5 H&W2,3 LWW1,2	That some cultural practices are against British law, including female genital mutilation (FGM). R4 H&W4	That some infections can be shared during sexual intercourse, and that a condom can help prevent this. H&W1,4	Knowing when, who and how to ask for help independently or with support. R4,5 H&W2,4
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RSE Solutions - Learning Outcomes

	Autumn 2 My Feelings	Autumn 2 My Body	Spring 1 My Relationships	Spring 2 My Beliefs	Summer 2 My Rights and Responsibilities	Summer 2 Asking for Help
R	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
1	Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation.	Pupils can identify and respect differences and similarities between people, and can celebrate this.	Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them and how to attract their attention.
2	Pupils can recognise and celebrate their strengths and achievements and set simple challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried and afraid.
3	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, including understanding that there is not one way to be a boy or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
4	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
5	Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and	Pupils have strategies for keeping safe online; knowing personal information including images of themselves, and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

				transphobic bullying.		
6	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with supp.

Gap Analysis between RSE Solutions and PSHE Association objectives:

1. Relationships (R)

- Families and close positive relationships (R1)
- Friendships (R2)
- Managing hurtful behaviour and bullying (R3)
- Safe relationships (R4)
- Respecting self and others (R5)

2. Health and wellbeing (H&W)

- Healthy lifestyles (physical wellbeing H&W1) - links to PE, Healthy Eating in D&T and Science
- Mental health (H&W2)
- Ourselves, growing and changing (H&W3)
- Keeping safe (H&W4)
- Drugs, alcohol and tobacco (H&W5)

3. Living in the wider world (LWW)

- Shared responsibilities (LWW1)
- Communities (LWW2)
- Media literacy and digital resilience (LWW3)
- Economic wellbeing: Money (LWW4)
- Economic wellbeing: Aspirations, work and career (LWW5)



GD PSHE/RSE Coverage 2021/22...including the gap analysis learning taught through the scheme **Cambridge PSHE** (trail)

Autumn 1	Cambridge PSHE Ass. Gap analysis RSE	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		RSE Solutions: My Feelings & My Body	RSE Solutions: My Relationships LWW3 Media Literacy & digital resilience Healthy & Safer Lifestyles	RSE Solutions: My Beliefs H&W1 Healthy Lifestyles Healthy & Safer Lifestyles	RSE Solutions: My Rights and Responsibilities H&W5 Drugs, alcohol and tobacco Healthy & Safer Lifestyles	RSE Solutions Asking for Help LWW4&5 Economic Wellbeing: Money and Aspirations, work & career Economic Wellbeing
Children understand how to behave at Great Dalby School - relaunch Bucket Filling, Golden Standards, behaviour expectations including bullying - KS2 poster competition. Children able to talk about their character and how they are feeling - R2R &	Cambridge PSHE - EYFS	½ Keeping Safe	Healthy Lifestyles - physical wellbeing	½ Keeping safe	Financial Capability	
	Cambridge PSHE - Year 1 & 2	Digital Lifestyles	Healthy Lifestyles - physical wellbeing	Drug, alcohol and tobacco education	Financial Capability	

character words audit. Character ingredients in all classes. Ask it basket. Power of Yet. Children learn about significant black people in history celebrating Black History Month - class presentations after half term.	Cambridge PSHE - Year 3 & 4	Digital Lifestyles	Healthy Lifestyles - physical wellbeing	Drug, alcohol and tobacco education	Financial Capability
	Cambridge PSHE - Year 5 & 6	Digital Lifestyles	Healthy Lifestyles - physical wellbeing	Drug, alcohol and tobacco education	Financial Capability