



PSHE including RSE Policy

Person responsible: Headteacher

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ALBAN CITY SCHOOL

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

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ *(Foreword by the Secretary of the State, Relationship and Health Education, DfE Guidance, July 2019).*

Personal, Social and Health Education (PSHE) is at the heart of our school, where academic achievement goes hand in hand with the wellbeing of our pupils. With PSHE, we want to build a curriculum to enable all children to be safe and to thrive. We know that many aspects taught in PSHE, such as resilience, underpin all other subjects and therefore, PSHE supports the learning of the whole curriculum. The Relationships and Health Education curriculum sits within this PSHE curriculum.

Through PSHE at Alban City School, we hope to nurture resilient learners, who are emotionally and physically aware of themselves and others, and enabled to flourish in the world. We would like to support our learners in being knowledgeable in their decision making and consequences of this, in relation to the laws of the society they live in. This policy defines our PSHE teaching, how it is taught and includes detail on how Relationships and Health Education fits into this wider PSHE curriculum.

Parent Partnership in PSHE, Relationships Education and Health Education

Parents/carers are seen as partners with the school in this important area of education, helping to keep children safe and supporting them to thrive. The school informs parents/carers about what is being taught across each year group, so that parents can support the learning at home before and/or after lessons. This gives families the opportunity to talk about their own values, experiences and perspectives. We fully agree with the DfE statement below stressing the importance of parents/carers in supporting PSHE and RSE learning:

“Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.”
(Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education, July 2019, para 40).

How will PSHE be taught?

Pupils from Year 1 – 6 will be given 1 discrete session each week for their PSHE lesson. The time given each week will vary depending on the lesson being taught; some topics may require more time or may be revisited later in the day or week. Pupils in EYFS may receive PSHE sessions or guidance at any time throughout their week, ingrained into the EYFS curriculum topic of 'Personal, social and emotional development'. At Alban City School, PSHE is taught using a range of Quality assured resources. For example, visual aids may include resources from the PSHE Association, NSPCC or Christopher Winter Project and some lessons may involve verbal discussion based work. Our school also uses a resource called 1decision for some lessons; a programme to support the understanding of pupils in areas such as relationships, emotions, safety, social skills and mindfulness. During pupil voice sessions in 2022, our children have discussed the 1decision programme positively, commenting on enjoying aspects such as how the videos highlight possible scenarios and valuing having an opportunity to discuss these options with the class in a safe space. During monitoring in 2020, children have discussed enjoying the respect they have for the viewpoints of others during these sessions. In line with this, our PSHE curriculum has been created using 1decision in conjunction with the PSHE Association and current DfE guidance, and ensures that the PSHE learning builds on the previous year's knowledge in a spiral way. We have used pupil and teacher voice to ensure that our curriculum is relevant to, and meets the needs of, our individual pupils at Alban City School. However, the pupils at our school and the world around us is ever changing. Therefore we will continue to gain pupil voice regularly and respond to this, to ensure that our PSHE curriculum continues to meet their needs. The curriculum is flexible to respond to local or national issues. Our lessons include wide ranging discussions, we look at things from different perspectives but we always refer back to the law when listening to a range of thoughts and ideas from children.

Our PSHE including RSE Curriculum

Our PSHE curriculum can be found here: <https://albancityschool.org.uk/download/acs-curriculum/>

More information on the 1decision programme of study can be found here:

<https://www.1decision.co.uk>

<https://schools.1decision.co.uk/images/How-It-Works/1decision-mapping-document-rse-he-2019.pdf>

Our provision for PSHE including RSE reflects our work to promote a healthy school and takes a whole school approach that involves:

- Consulting staff, parents and pupils
- Training and supporting staff to be confident to deliver the learning
- Providing a curriculum that responds to the needs of our children

Knowledge and Skills

Resources, such as 1decision and CWP (The Christopher Winter Project), are chosen to ensure our teaching is appropriate to the age and maturity of pupils and helps us to meet our equality duties.

These resources help to:

- Boost confidence
- Increase self-esteem
- Provide children with a deeper understanding of how to safeguard themselves and others
- Prepare them for their future roles in society
- Improve social skills
- Enhance their knowledge of the world around them
- Provide children with the opportunity to speak openly about their worries and concerns, in a safe environment
- Inspire children to co-operate with one another
- Help children to manage peer pressure
- Help children to positively manage and express feelings and emotions
- Provide children with the knowledge to make safe and positive choices
- Encourage children to take responsibility for their actions and provides them with an understanding of consequences

A variety of teaching methods are used that enable pupils to participate and reflect on their learning. This includes role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies (provided by 1decision), stories, puppets and role plays to help provide distancing for discussions and help pupils gain confidence to talk and listen to others.

Cross-curricular links

Although PSHE will be taught during specific lessons, the knowledge and the skills taught in PSHE can be found in the curriculum when learning other subjects. For example, knowledge of the names of human body parts taught in Science will be relevant during a PSHE lesson on puberty. Lessons on understanding physical health and wellbeing during PE link to the PSHE module on 'Keeping and Staying Healthy'. A 'Money Matters' module in PSHE links to learning about coins and money in Maths. Discussing and writing about emotions during Literacy when writing for a purpose links to lessons in recognising emotions for PSHE. Understanding the importance of online

safety during PSHE will also be addressed during computing lessons when using the internet.

The school values – kindness, responsibility, resilience and respect - are consistently referred to in assemblies and throughout the school, as well as other values such as tolerance, democracy and individual liberty. Extracurricular activities including school trips, roles of responsibility and school visitors build on our PSHE teaching.

How will this subject be assessed?

Assessment in PSHE and RSE involves assessing knowledge and understanding but also skills development and the ability to explore values and attitudes. We also provide opportunities for children to self- assess and/or write reflections in response to their PSHE and RSE lessons. Class teachers can use these lesson responses alongside the 'question/pupil voice boxes' provided during RSE lessons to provide them with feedback. Classroom assessment of children will be used to:

- Ensure that children and young people can actively participate in the learning process, and work with them to confirm they have learnt what we intended and what they wanted to learn
- Continually identify and reflect upon the effectiveness of our practice and how to improve it
- Establish what children and young people already know and set relevant goals with them
- Identify any unexpected learning
- Clarify future learning needs
- Report back to parents to further support their child's learning
- Ascertain and use pupil voice in our organisation of this subject
- Celebrate progress and achievement

Monitoring of this will be undertaken through lesson observations, book scrutiny, planning scrutiny, pupil voice, staff voice and parental feedback by the PSHE Lead.

Links to other Policies

The PSHE Policy including RSE links to our:

- Equality and Diversity Policy
- Inclusion Policy
- Child Protection Policy
- Anti-bullying policy
- Behaviour policy

Equality

At Alban City School, PSHE education is fully accessible to every pupil. Activities are planned and differentiated where necessary to ensure the participation and inclusion of all pupils, in line with our equality duties with due regard to disability, gender reassignment, race and ethnicity, religion or belief, sex (male/female/agender) and sexual orientation. Visual resources used in lessons will reflect the children in our classes to nurture a sense of belonging and self-worth. Our inclusive approach helps to minimise any stigma that may be associated to particular groups. Teaching about different families is also integrated into PSHE and RSE. We aim to reflect the broad range of experiences amongst pupils to ensure all pupils feel their family is valued, for example, single parent families; recently divorced parents; parents who are married, parents who are not married, lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents.

Special Educational Needs and/or Disability

Relationship Education and Health Education are statutory curriculum areas and are made accessible to all pupils through adapting lessons to meet individual needs. PSHE lessons will be differentiated, not just in terms of academic ability, but also in terms of emotional maturity. For example, discussions may be grouped or work may be personalised to ensure it is accessible and appropriate. Specialist resources and pre teaching may be used to respond to individual needs.

Relationships and Sex Education (RSE)

What is Relationships Education?

Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. Children will be taught about the range of different types of families and relationships within families. Positive character traits and virtues will be taught, such as perseverance, self-respect and respect of others. Pupils will also be taught appropriate boundaries in friendships and relationships, both on and offline, and how to seek guidance or advice if they are worried. Relationships Education is now statutory in primary schools in the UK. Parents cannot withdraw their child from Relationships Education. The guidance in the link below maps out what will be taught in schools, and pages 20 - 22 outline what children will know by the end of primary schools in terms of relationships education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf)

What is Health Education?

Health Education teaches children how to be safe and healthy, both in terms of physical and mental wellbeing. Children will be taught about internet and computer safety, as well as healthy eating and the importance of exercise, talking about emotions, risks associated with harmful substances such as drugs, and medicines. They will also be taught about looking after their bodies, the basics of first aid, and how their bodies will change during puberty. Health Education is now statutory in primary schools in the UK. Parents cannot withdraw their child from Health Education. The guidance below maps out what will be taught in schools, and pages 32 - 35 outline what children will know by the end of primary schools in terms of health education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf)

What is Sex Education?

'The Department continues to recommend that all the primary schools should have a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils'. (*Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education, July 2019*).

Our school welcomes this statement.

Sex Education within Science

Age appropriate facts about human conception and reproduction in animals and humans are taught in the Science curriculum, introduced initially in Science in Year 2, and built on again in Year 5. Correct biological vocabulary is used from KS1 to normalise it, support with safeguarding and remove self-consciousness and inappropriate use in KS2. A link to where human conception and reproduction is taught in the Science curriculum can be found here:

<https://albancityschool.org.uk/download/acs-curriculum/>

Sex Education within Relationships Education (RSE)

Our 6 week RSE topic discusses the scientific nature behind how babies are conceived. This links in a cross curricular way to the Science curriculum. Pupils will also learn

about the law related to sex, as part of safeguarding at this time, also to complement their science learning.

How are RSE lessons taught?

This is taught by the class teacher during PSHE over 6 lessons in the Summer Term. In some cases, external agencies or other visitors will help deliver RSE. If a visitor is delivering information, class teachers will be present throughout the session. Any material provided by external presenters will be reviewed prior to the session by a member of the Senior Leadership Team, and the visitor will also be provided with the school's RSE Policy. Pupils are taught in mixed groups to ensure that boys and girls learn the same information and to minimise misinformation. However, there are occasions when a single sex lesson might be appropriate and we would be sensitive to pupil voice here. Teachers set an initial group agreement or ground rules with pupils to ensure that a respectful atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. TAs may support individual pupils to ensure the lesson meets their individual needs, if deemed appropriate by the class teacher and Inclusion Leader.

Questions relevant to our curriculum that arise during these sessions are answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. We also encourage the use of question boxes so that pupils can anonymously ask questions, and we may respond to a question during the following RSE session. Distancing techniques, such as using scenarios, can be used to depersonalise when answering questions. Our role is to facilitate questioning but where questions fall into KS3/4 Relationships and Sex Education (Secondary), or if questions are deemed inappropriate, a script is used. Here children will be reminded to speak to a trusted adult or trusted older sibling if they have any concerns (please see appendix for further information).

RSE planning and lessons are monitored by the Senior Leadership Team (SLT) and PSHE subject leader. Class content will follow suggested provision and coverage by resources assured by the PSHE Association, Sex Education Forum, FPA (The Sexual Health Charity) or will have received a PSHE Kitemark. Parents will receive information and, when relevant, specific RSE talks about content prior to lessons delivered to the children.

Why Teach RSE at Primary School?

RSE at Alban City School aims to support the statutory science curriculum and the biological aspects taught here. In addition, it aims to

- develop skills to support healthy and safe relationships and ensure good communication about these issues
- promote a critical awareness of the different attitudes and views on relationships within society such as peer norms and those portrayed in the media
- ensure children and young people are clearly informed of their rights and responsibilities
- ensure children know how to seek information and advice when they need help
- provide opportunities for reflection
- help to develop positive attitudes, values and self-esteem and challenge negative attitudes and prejudices
- help make sense of misinformation in the media and from peers

Right to Withdraw

Parents cannot withdraw their child from statutory Science, Health Education or Relationships Education. Parents can request to withdraw their child from Sex Education within Relationships Education (RSE) lessons, but not Sex Education within Science lessons.

Confidentiality, Safeguarding and Child Protection

Although PSHE is not about personal disclosures, it is possible that a pupil may disclose personal information during a session. Staff understand that they cannot promise pupils absolute confidentiality, and pupils are made aware of this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Senior Person for Child Protection (DSP) and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

How was this PSHE and RSE policy produced?

This policy was updated by the PSHE Lead.

Date updated: February 2023

This policy was approved by Governors in February 2023.

This policy will be reviewed in February 2025

Appendix: Notes for Guidance – Answering Children's Questions

Questions should only be invited from the children in the context of the topics we cover in the curriculum – for example, following or relating to a proposed scenario in the

lesson. Children can be asked to generate questions as a group and ask them to be written down. They can also use the anonymous question box. The teacher is then able to group the questions under appropriate headings. Children should be encouraged not to use 'slang' or 'family' names and terms. The teacher should always correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it. Teachers may use distancing techniques in the form of scenarios to answer questions.

Where a question is deemed inappropriate because it goes beyond the scope of the school's PSHE including RSE policy, curriculum or age/stage of development of the pupils, the teacher must either decide to:

- Leave those questions to the end of the session and invite children who have not had their questions answered to speak to the teacher on their own; or,
- Explain that they are only answering questions on a particular topic.

Here the most appropriate action may be for the teacher to suggest that the child speaks to a trusted adult. Our scripts aim to minimise the risk of children who are concerned turning to inappropriate sources of information to find answers. Our safeguarding policy will be adhered to where questions deemed inappropriate cause concern.