



Richard Bonington Primary School.

PSHE & RSE Policy

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Aims

Our PSHE education, including statutory Relationships and Health Education and non-statutory Sex Education, provides a clear and structured framework through which pupils develop essential knowledge, skills and personal attributes. This includes supporting pupils' mental wellbeing, physical health and healthy lifestyles, while enabling them to build positive relationships, make informed decisions and stay safe.

The aims of relationships and sex education (RSE) at our school are to:

- develop pupils' confidence, resilience and self-awareness
- support pupils in building positive, respectful relationships
- promote mental health, wellbeing and healthy lifestyles
- enable pupils to make informed, safe and responsible choices
- prepare pupils for the physical and emotional changes of growing up
- foster respect for diversity and the values of modern British society

Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

What is PSHE/RSE:

Our PSHE/RSE education promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

We also use an Academic Resilience Approach which aims to support the mental health, wellbeing and resilience of our children. Staff consider risk and protective factors on children's mental health.

The curriculum

At RBPS we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example.

EYFS

- In the Early Years Foundation Stage, PSHE is delivered through play-based and experiential learning, supporting children's personal, social and emotional development.

KS1 and KS2

The PSHE curriculum includes statutory Relationships Education and Health Education, alongside non-statutory Sex Education. Teaching covers:

- families, friendships and respectful relationships
- online safety and being safe
- mental wellbeing and emotional health
- physical health and healthy lifestyles
- growing and changing, including puberty
- basic understanding of reproduction, taught in line with National Curriculum Science

Content is delivered progressively and in an age-appropriate manner. Further detail is available in the school's curriculum overview (appendix).

PSHE lessons are delivered weekly using a range of interactive teaching approaches. Pupils are supported to reflect on their experiences, make informed choices and understand the impact of their behaviour on others.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy. Staff should record any concerns on the CPOMS systems and inform a DSL.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead/ELSA.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils.

Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived (whether through sexual intercourse or IVF), birth and consent. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. We may use external providers for this element of the curriculum. Where external providers are used, they are appropriately vetted and their content is reviewed to ensure it aligns with statutory guidance and the school's safeguarding procedures.

Assessment and monitoring

Assessment in PSHE is ongoing and primarily formative. Teachers use observation, discussion and pupil responses to assess understanding and inform future teaching. Progress is reported to parents annually.

The PSHE subject leader monitors the quality of teaching and learning, supports staff and evaluates the effectiveness of the curriculum. The Headteacher and Governing Body oversee implementation.

Inclusion

Teaching reflects the diversity of modern society, including different families, cultures and beliefs. All pupils learn together in a respectful and inclusive environment, and teaching is adapted where necessary to meet the needs of pupils with SEND. We promote equality and challenge discrimination in line with the Equality Act 2010.

Lesson plan content may be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their SEND.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of **the non-statutory Sex Education** our school teaches but **not** Relationships and health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Appendix A: Vocabulary

SCARF/PSHE/RSHE

Specific lessons are designed to cover key skills, attitudes and values that children need to explore and develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

Foundation stage: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

Year 1: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

Year 2: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe. Use correct names for labelling body parts, continue to develop understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them)..

Year 3: introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help. Using correct names for labelling body parts

Year 4: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including menstruation; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage, including same-sex marriage, is a commitment freely entered into by both people.

Year 5: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; male and female reproductive body parts; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

Year 6: builds on and reinforces all the themes of the previous years, we use an outside provider to spend the day with our year 6 children to teach them about sex education. In addition to this the SCARF curriculum encourages us to build in new content looking at: body image and the media; forced marriage; awareness of female genital mutilation (FGM); HIV; and managing pressure online. All external providers are appropriately vetted and their content is reviewed to ensure it aligns with statutory guidance and the school's

safeguarding procedures. All content is taught in an age-appropriate, sensitive and factual manner, with careful consideration of pupil maturity and in line with DfE guidance

Questions and curiosity around LGBTQ+ are arising earlier and earlier in school. Although the topic is covered in year 5, we will decide, based on each cohort, whether discussions around sexuality or gender need to occur prior to year 5. Parent's will be informed when this is the case.

Vocabulary to be taught each year

Year group	Growing and changing Vocabulary that may be introduced. Each year will build on previous vocabulary.	Other RSE vocabulary
F1 (Nursery) & F2	Private privates penis vulva seed egg pregnancy	same different family safe worried tell adult trust
Year 1	Private Privates penis vulva nipples buttocks bottom testicles	difference respect feelings my body is mine hygiene sore change doctor support safe unsafe
Year 2	Private privates penis vulva testicles scrotum nipples genitals privacy	surprise secret safe unsafe tell touch uncomfortable consent permission
Year 3	Private privates penis vulva testicles scrotum nipples genitals privacy	prejudice disability gender race colour family adoption fostering same-sex couple blended family

		privacy consent permission personal space body space invade uncomfortable stop respect touch
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Year 4	private privates penis vulva puberty testicles scrotum nipples genitals privacy consent permission menstrual cycle periods eggs menstruation vagina fallopian tube uterus tampons sanitary pads menstruation cup breasts ovaries womb fertilize seed sperm	stereotype marriage same-sex marriage live together civil partnership forced marriage hormones
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<p>Year 5</p>	<p>private penis vulva puberty testicles nipples genitals privacy consent permission menstrual cycle periods eggs menstruation vagina vaginal opening tampons labia urinary opening</p>	<p>trust resilience unwanted attention unwanted touch separation fostered prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse hormones Female genital mutilation (FGM)</p>
	<p>discharge sanitary pads menstruation cup breasts ovaries clitoris womb wet dream spontaneous erections scrotum foreskin ejaculation semen pubic hair foreskin anus</p>	

<p>Year 6</p>	<p>All of above plus: clitoris orgasm embryo sexual intercourse consensual condom surrogacy adoption masturbation pleasure IVF age of consent Female Genital Mutilation (FGM)</p>	<p>marriage civil partnership forced marriage illegal unique diversity biological sex sexual orientation gender identity gender expression stereotype prejudice surrogacy adoption IVF FGM HIV infection immune system virus transmission sharing needles sexual contact</p>
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Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem