



HIGHGATE PRIMARY SCHOOL

PSHE and RSE Policy

(Personal, Social, Health Education and Relationships and Sex Education)

March 2020

Aims

At Highgate Primary School we are committed to the development of the whole child and place Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at the heart of all that we do. 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.

Under new guidance issued by the DfE in September 2020, Relationships Education at primary school is 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 Highgate Primary are to:

- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Allow pupils to acknowledge and appreciate difference and diversity
- Encourage pupils to value themselves and others
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- 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 the lives of others
- 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

Relationships Education is now compulsory for primary aged pupils and Relationships and Sex Education (RSE) compulsory for secondary pupils. It is now also compulsory for all schools to teach Health Education. At Highgate Primary, we are committed 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.

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.

PSHE and RSE Curriculum

Our school ethos is that everybody is valued equally and deserving of respect. We pride ourselves on having a strong 'talking' culture where we are able to explore controversial issues in a safe environment.

Our Personal, Social and Health Education (PHSE) builds on this idea in the following ways:

- Building resilience, self-esteem and confidence
- Encouraging children to make the right decisions, manage risk and make safer choices
- Encouraging debate and challenging ideas

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 Highgate Primary, we have developed our own PSHE scheme of work for Years 1 to 6, which incorporates lessons on drug and alcohol use. Lessons are integrated within the topics as set out in the Highgate Primary Curriculum.

RSE is planned to be of relevance to all pupils, whatever their developing sexuality or identity – and includes age-appropriate teaching about different types of relationships in the context of the law. Pupils receive teaching on LGBT relationships, for example, through teaching about different types of family, including those with same sex parents.

Pupils learn about the importance for girls to be protected against FGM Pupils; know that FGM is a form of abuse; understand everyone has a right to be protected against harm to their bodies and know where and how someone can get help and support

Pupils with SEND

As far as is appropriate, pupils with special educational needs follow the same PSHE education programme as all other students. Careful consideration is given with regard to the level of differentiation required and, in some cases, the content or delivery will be adapted to meet a pupils need.

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 achievement.

Roles and responsibilities

The PSHE and RSE policy is approved by the governing body, whilst the headteacher is responsible for its implementation. The headteacher 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 members are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Assessing pupils' understanding

- 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 headteacher.

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 aware that the primary role in children's relationships and sex education lies with parents and carers, with whom we wish to build a positive and supportive relationship with promoting 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 about this policy or the arrangements for RSE/PSHE in the school.

We respect parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). Parents do not have the right to withdraw their child from Relationships Education as the contents of these subjects, such as family, friendship, safety (including online safety) are important for all children to be understand.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Confidentiality and Safeguarding

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality, for example when a child may be considered to be at risk of harm. This is clarified when forming the class ground rules.

Training

Staff receive ongoing training with regard to the delivery of PSHE and RSE as part of the school's continuing professional development programme.

Policy development

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

1. Review – the PSHE Subject Leader collated all relevant information, including relevant national and local guidance
2. Consultation – school staff and pupils were given the opportunity to look at the policy and make recommendations
3. Ratification – the policy was shared with and reviewed by governors from the Safeguarding Committee and approved by the full Governing Body.

Monitoring arrangements

The delivery of PSHE and RSE is monitored by the school's Pastoral Lead through lesson observations, learning walks and feedback from staff and children.

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

Links to other policy documents

This policy should be read in conjunction with the following documents:

- PSHE parent pages on the school website
- Curriculum Policy
- Teaching and learning Policy
- Safeguarding Policy
- eSafety Policy
- Prevent Policy

Staff Responsible

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| William Dean | Headteacher |
| Rebecca Lewis | Deputy Headteacher and Head of Inclusion |
| Billie-Jean Daniels | Pastoral Lead (PSHE Wellbeing Health) |
| Laura Eden | Safeguarding Governor |

Policy Monitoring and Review

A copy of this guidance is available to all staff and parents and is published on the school website. Parents will be made aware of this policy when their child is admitted to this school.

This policy is reviewed every two years by the Governors' Safeguarding Committee.

Highgate Primary PSHE Curriculum 2020

To be read in conjunction with the Wellbeing Guidance Document 2019

and the RSE policy 2019

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Incidental PSHE |
|---|---|---|----------------------------------|------------------------|---------------------------|---------------------|-----------------|
| N | Ourselves and our School | Celebrations | Transport | Sea and Space | Traditional Tales | Teddy Bears' Picnic | |
| R | During EYFS children are supported to play co-operatively and take turns with other children. They learn to take other children's ideas into account when organising an activity. They are supported to show sensitivity to others' needs and feelings, and form positive relationships with adults as well as their peers. Children are encouraged to try new activities, and express why they prefer some activities more than others. They learn to speak confidently in a familiar group, discussing their ideas and choose the resources needed for selected activities. Children are supported to talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | | | | | | |
| | Ourselves and our School <ul style="list-style-type: none"> • Understand the basic rules of hygiene • To know to talk to a trusted adult if they have any worries, or concerns <u>SRE</u> | Into the Wood <p><u>SRE</u></p> <ul style="list-style-type: none"> • Learn that what is in their pants is private (The NSPCC Underwear rule) • To know the names of the main parts of the body, including penis and vagina | Explorers and Adventurers | Amazing Animals | What a Performance | Growing Up | |

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| | <ul style="list-style-type: none"> • To understand rules with regard to toileting, hygiene and privacy • Adults model appropriate terminology for body parts | | | | | | |
| KSI | <p>During KSI pupils learn about themselves as developing individuals and as members of our school community, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take some responsibility for themselves and for their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and of Highgate Primary School, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school and of the surrounding community.</p> | | | | | | |
| I | <p>The World through our Senses</p> <ul style="list-style-type: none"> • To know how to keep safe and to talk to a trusted adult if they have any worries, or concerns • To learn the importance of teeth cleaning and hand washing <p><u>SRE</u></p> <ul style="list-style-type: none"> • Revise rules with regard to toileting, hygiene and privacy • Revise appropriate terminology for body parts • Revise that what is in their pants is private | <p>Celebrations</p> <ul style="list-style-type: none"> • To understand that they belong to a number of groups (e.g. family, school, nation) and to understand that family and friends should care for each other • To identify and respect the differences and similarities between people • To respect each other's individual clothing choices • To identify, respect and celebrate both the differences and similarities between people | <p>Whatever the Weather</p> <ul style="list-style-type: none"> • To understand the importance of wearing clothing appropriate to the weather | <p>Toys</p> <ul style="list-style-type: none"> • To recognise what they like and dislike whilst respecting the individuality and independence expressed through other children's choices • That all household products, including medicines, can be harmful if not used properly | <p>Amazing Architects</p> <ul style="list-style-type: none"> • That all household products, including medicines, can be harmful if not used properly • To consider why it is important to take care of places • To consider environmental impact of building, including use of recycled and natural materials • To consider what it means to be homeless • To understand and follow the basic rules of sun safety. | <p>Flowers and Insects</p> <ul style="list-style-type: none"> • To consider the importance of nurturing living things and caring for the environment in order for them to thrive • To realise that people and other living things have needs and that they have responsibilities to meet them | <ul style="list-style-type: none"> • To understand the importance of wearing clothing appropriate to the weather. |

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| | (The NSPCC Underwear rule) | | | | | | |
| 2 | The Animal Kingdom <u>S.R.E.</u> <ul style="list-style-type: none"> • Build upon their knowledge of privacy and their private body parts | The Great Fire of London <ul style="list-style-type: none"> • Revise how to maintain personal hygiene • Understand how some diseases spread and can't be controlled • London Fire Brigade visit | Making Things Move <ul style="list-style-type: none"> • Understand how to use public transport safely • Understand rules for keeping safe, including walking, cycling and using public transport and road safety. • Develop understanding of the people who can help children to stay safe: TfL staff, police, bus drivers | The circus <ul style="list-style-type: none"> • Understand that people have individual characteristics, both physical and emotional • To build upon the knowledge that people and other living things have needs and that they have responsibilities to meet them • To think about themselves, learn from their experiences and recognise what they are good at • About caring for a range of animals and consider the ethics around keeping animals in captivity <u>Dogs Trust Workshop</u> <ul style="list-style-type: none"> • caring for your animals | Growing up <ul style="list-style-type: none"> • To understand about the process of growing from young to old and how people's needs change • To consider different family types – including same sex parents, single parent families, adoption | Beside the Seaside <ul style="list-style-type: none"> • To understand and follow the basic rules of sun safety. Sun safety • To understand and follow the basic rules of water safety. • To consider what harms, or improves, the natural and built environments and about some of the ways that people look after them • To realise that money comes from different sources and can be used for different purposes <u>S.R.E.</u> <ul style="list-style-type: none"> • To understand / name the body parts essential for animal and human reproduction • Build upon knowledge around what is in pants is private • Develop understanding of personal safety, that they can say no, about | |

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| | | | | | | who they can talk to and how to ask for help. | |
| KS2 | <p>Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, as members of their communities. They become more mature, independent, self-confident and increasingly resilient. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with our support. They learn to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying (including cyber bullying). They are taught about the importance of personal hygiene.</p> | | | | | | |
| 3 | Palaeontology to Archaeology <ul style="list-style-type: none"> • To consider who owns any dinosaur bones or fossils found • To consider what the rules should be around any historical or scientific artefacts | Chocolate <p><u>Link to Hinduism</u></p> <ul style="list-style-type: none"> • To understand what it means to be part of a community; that this brings rights and responsibilities • To explore the different beliefs, interests and cultures that different communities may share <p><u>Link to Fair Trade</u></p> <ul style="list-style-type: none"> • To build upon their knowledge of human rights further, including child labour • That differences and similarities between people arise from a number of factors; including: cultural, ethnic, racial and | Treasures of Ancient Egypt <ul style="list-style-type: none"> • To understand the difference between archaeology and stealing • To understand that different societies and cultures have different values and beliefs concerning treasured items • To consider the importance of personal treasures such as family heirlooms | Polar Exploration | From Source to Sea <ul style="list-style-type: none"> • Understand the importance of fresh, clean water to support health | The Living World | |

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| | | <p>religious diversity, gender and disability</p> <p><u>Link to Chocolate</u></p> <ul style="list-style-type: none"> • To think about eating a healthy, balanced diet and looking after ourselves <p><u>Prevent</u></p> <ul style="list-style-type: none"> • That extremist groups do not always value difference | | | | | |
| 4 | <p>Masks and Minotaurs</p> <ul style="list-style-type: none"> • To understand what it means to live in a democratic society • To further build upon knowledge of human rights and responsibilities • To understand why and how laws are made or enforced • Understand what democracy is and about the basic institutions that support it locally and nationally <p><u>S.R.E.</u></p> | <p>Sound and Vision</p> <ul style="list-style-type: none"> • To explore the ways in which media present information | <p>Londinium</p> <ul style="list-style-type: none"> • Understand that bacteria and viruses can affect health, yet by following simple, safe routines they can reduce their spread | <p>Flight</p> <ul style="list-style-type: none"> • To reflect on what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices | <p>Away from Home</p> <ul style="list-style-type: none"> • To remember that there are different kinds of responsibilities, rights and duties at home, at school, in society and these can conflict with each other at times • To discuss the use of propaganda today and further consider the ways in which the media communicate information • To look after their money and realise that future wants and needs may be met by saving | <p>Active Planet</p> | |

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| | <ul style="list-style-type: none"> • Understand importance of personal hygiene • Understand what puberty is and what age it may start/end | | | | <u>S.R.E.</u> <ul style="list-style-type: none"> • How to respond when they feel uncomfortable about something that is happening to them and who they can talk to. | | |
| 5 | A Victorian Education <ul style="list-style-type: none"> • To build upon knowledge around maintaining a healthy lifestyle (including the benefits of a balanced diet and exercise) • Understand link between health eating and positive mental health • To build upon understanding of the spread of bacteria and disease • To know the risks associated with smoking | What Price Progress? <ul style="list-style-type: none"> • Understand about children's rights - embracing difference and challenging stereotypes • To have an understanding of issues surrounding positive body image, how to achieve this. • To have an understanding of the importance of mental 'health' | Our Place in Space <ul style="list-style-type: none"> • To be aware of different types of relationships, including marriage, friendship and families. • Skills that develop effective relationships are discussed | Highgate N6 <ul style="list-style-type: none"> • To realise the nature and consequences of racism, teasing, bullying, cyber bullying and aggressive behaviours, how to respond to them and who to ask for help | Benin - An African Kingdom <u>SRE</u> <ul style="list-style-type: none"> • To understand how the body changes as children reach puberty • To recognise, as they reach puberty, how emotions can change and how to deal with their feelings towards themselves and others in a positive way • To know the key male and female body parts associated with conception and pregnancy. • To recognise what kind of physical contact is acceptable or unacceptable • To understand about menstruation • To understand that wet dreams are a natural/normal part of growing up | A Village School <u>SRE</u> <ul style="list-style-type: none"> • Define conception and understand the importance of implantation in the womb. • To understand what pregnancy is, where it occurs and how long it takes | |
| 6 | Pendarren | Our Island History | The Human Body | The Swinging 60s | The First Emperor of China | What a Performance! | |

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| | <p><u>S.R.E</u></p> <ul style="list-style-type: none"> • To build upon knowledge of different types of relationships and the skills needed to maintain that these are effective. • To explore safe and respectful relationships, values in relationships and attitudes around gender stereotyping and sexuality | <p><u>S.R.E</u></p> <ul style="list-style-type: none"> • To be aware of who turn to in instances of witnessing domestic violence <p>(This is covered by NSPCC Speak Out Stay Safe programme)</p> | <p><u>S.R.E</u></p> <ul style="list-style-type: none"> • To build upon knowledge that during puberty their emotions change, how to deal with their feelings and who to turn to if necessary • To have an awareness of issues relating to sexting, grooming and pornography • To be aware of FGM and who to talk to if they have any concerns about themselves / others | <ul style="list-style-type: none"> • To know the legal and illegal substances that are commonly available, their effects and risks • Know what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • How a baby is made and grows (conception and pregnancy), within the context of a loving relationship. • That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • About 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 | <ul style="list-style-type: none"> • Pupils learn about the stigma and discrimination that can surround mental health • Recognise that stigma and discrimination of people living with mental health problems can and does exist • explain the negative effect that this can have • know what can help to have a more positive effect (and therefore reduce stigma and discrimination) | <ul style="list-style-type: none"> • To recognise the different risks in different situations and deciding how to behave responsibly • To have a good understanding of road safety and the increased risk associated with children in Year 7 • To develop understanding of what is appropriate physical contact • To understand that pressure to behave in an unacceptable, or risky, way can come from a variety of sources, including people that they may know, how to ask for help and use basic techniques for resisting the pressure to do wrong • To understand the basic rules for health and safety, basic emergency first aid procedures and where to get help • To identify risks, and risky behaviour, and explore ways of resisting to peer pressure (in the context of influential groups, gangs, knives and drugs) | |
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| | | | | <p>Additional lessons:</p> <ul style="list-style-type: none">• Some myths and misconceptions about HIV, who it affects and how it is transmitted• About how the risk of HIV can be reduced – Nkosi Johnson• That contraception can be used to stop a baby from being conceive | | | |
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