



Brampton
Primary School

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

| Brampton Primary School PSHE & RSE Policy | | |
|---|-----------------------------|--------------|
| Date of policy | Member of staff responsible | Review date |
| October 2020 | Anna Brooks | October 2023 |
| October 2023 | Anna Moss | October 2024 |

Rationale and Ethos

At Brampton Primary School PSHE (Personal, Social, Health and Economic Education) and Relationships Education is an embedded part of our broad curriculum. Through the teaching of these subjects, we aim to support our children to become healthy and happy members of society, as well as preparing them for life and meaningful work in modern Britain. The children will be taught about healthy, respectful relationships, how to stay safe and healthy and the importance of developing resilience.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools). It is also compulsory for all schools to teach Health Education.

The Department for Education '*continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils*'.

At Brampton Primary School, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important to ensure that our curriculum meets the need of every pupil under the Equality Act of 2010. Teaching will consider the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access the provision delivered to them through a curriculum that will be delivered age appropriately.

Curriculum Design and Planning

At Brampton Primary School, we teach weekly discrete PSHE lessons, as well as filtering life skills through topics, themed weeks and aspects of school life. We use Kapow Primary to ensure we cover the statutory curriculum areas. The primary RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme also promotes the four fundamental British values which reflect life in modern Britain: Democracy; Rule of Law; Respect & Tolerance and Individual Liberty.

Due to our wide curriculum, our PSHE and Relationships education overlaps with other subjects, for example Computing (E-safety), Science (body parts and healthy eating), PE (leading healthy, active lives) and Numeracy (money). Therefore, flexibility in the timetable needs to be accounted for as some objectives for PSHE education will be met outside of the discreet sessions. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

The Kapow Primary scheme offers a whole school approach which consists of six areas of learning (see appendix 1 for more detail on each area):

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship

- Economic well being
- Transition/Identity (Identity being Year 5 only)

Each area is revisited every year to allow children to build on prior learning and the lessons provide a progressive programme. Sex education has been included in line with the DfE recommendations and is covered in Year 6 strand in the scheme. Kapow Primary supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

By the time children leave school, the DfE expect children to cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe' in Relationships Education. In addition to this, 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', and 'Changing adolescent body' should be covered under Health Education. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance.

RSE

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools.' DfE Guidance p.8

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Kapow, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs.

As a school we have chosen to use Kapow as this ensures full coverage of the curriculum so that the school meets all the statutory Relationships and Health Education requirements.

Relationships Education

The DfE require Relationships Education in primary schools to cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. It is important to explain that whilst the Families and Relationships unit in Kapow covers most of the statutory

Relationships Education, some of the outcomes are also taught elsewhere in the scheme as well as within other areas of the curriculum so the children at Brampton Primary School appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

The DfE statutory guidance on Health Education is that Primary School will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found in the school long term plan. It is important to explain that whilst the 'Health and Wellbeing' topic in Kapow covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the scheme as well as in areas such as Science.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Kapow this is taught as part of the 'Safety and the Changing Body' topic. Again, the mapping document transparently shows how the Kapow whole-school approach spirals the learning and meets all statutory requirements and is age appropriate.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. The DfE recommends that sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Brampton Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we teach this as part of our RSE curriculum. We define Sex Education as understanding human reproduction. This is taught in the Year 6 strand of Kapow in the 'Safety and Changing Body' topic in lesson 5 'Conception' and Lesson 6 'pregnancy and birth'. Parents have the right to withdraw their child from these lessons. "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

The school will inform parents of this right to withdraw from the above lessons before these sessions are taught. If a parent wishes to withdraw their child from a sex education lesson, we ask that they make this request in writing to the head teacher. The child will then be catered for elsewhere whilst the lesson takes place. If a parent would like to view the materials in more detail then this can also be accommodated.

Answering Difficult Questions and Sensitive Issues

Teachers are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all lessons are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. All questions from our pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that our PSHE/RSE curriculum will meet the needs of all pupils, answer appropriate questions and offer support.

Monitoring, Reporting and Assessing

Teachers are responsible for assessing each child against the learning objectives after a lesson. These observations are monitored through our FLiC assessment software and the PHSE and Relationships Education subject leader. The subjects are reported to parents in end of year reports. Whilst we understand that PSHE cannot be assessed in the same way as some subjects, we still believe it is important to monitor pupil progress.

The PHSE and Relationships Education subject leader will monitor the delivery of the subject through observation and discussion with teaching staff. Subject assessments will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny

The subject leader will review and create an annual subject action plan to report on the quality of the subject and how it can be improved.

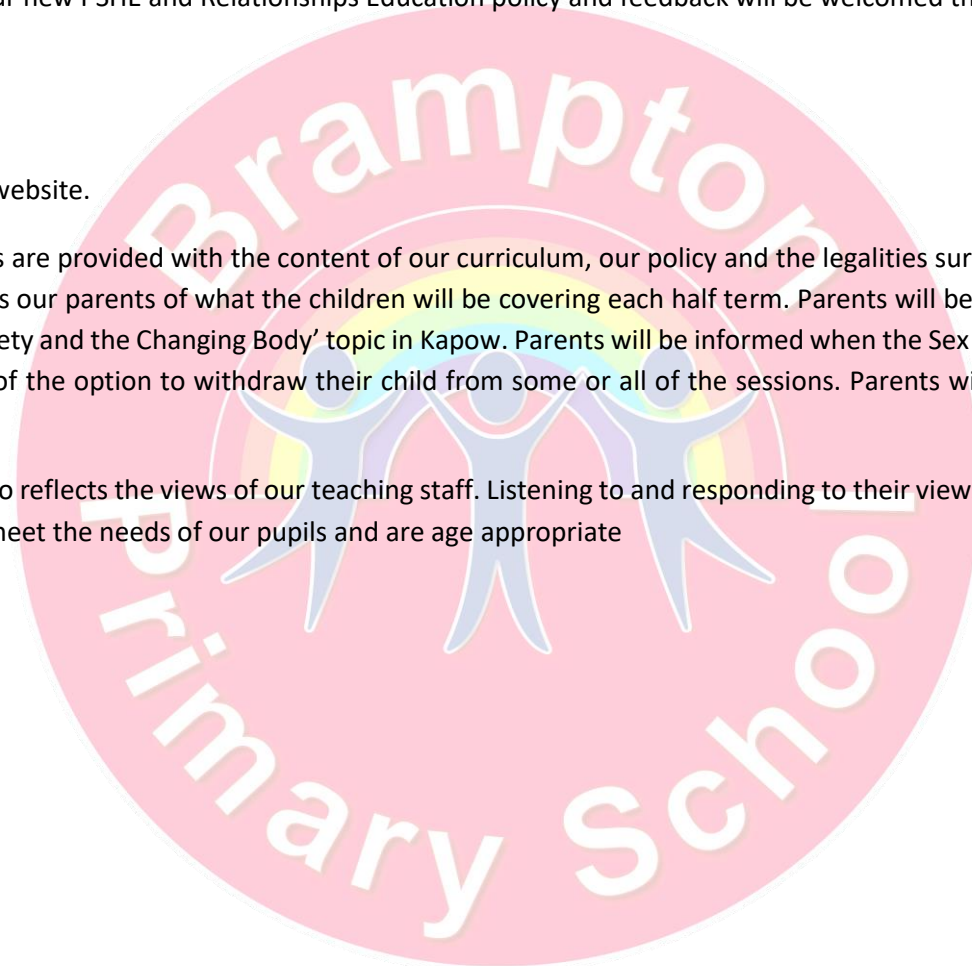
Involving Parents and Carers

Brampton Primary School believes that it is important to have the support of parents, carers and the wider community for our curriculum. Parents and carers are/will be informed about our new PSHE and Relationships Education policy and feedback will be welcomed through:

- Parent/carer surveys and letters
- Parents'/carers' evenings.
- The PSHE/RSE page of our school website.

Through our school website, parents are provided with the content of our curriculum, our policy and the legalities surrounding withdrawing their child from the subjects. Each class page informs our parents of what the children will be covering each half term. Parents will be informed when they are being taught the RSE section, mainly found in 'Safety and the Changing Body' topic in Kapow. Parents will be informed when the Sex Education Curriculum in Year 6 (lesson 5&6) is being taught and informed of the option to withdraw their child from some or all of the sessions. Parents will be allowed to request access to the materials that will be taught.

Our policy and whole school plan also reflects the views of our teaching staff. Listening to and responding to their views has strengthened our curriculum and has ensured that the topics taught meet the needs of our pupils and are age appropriate



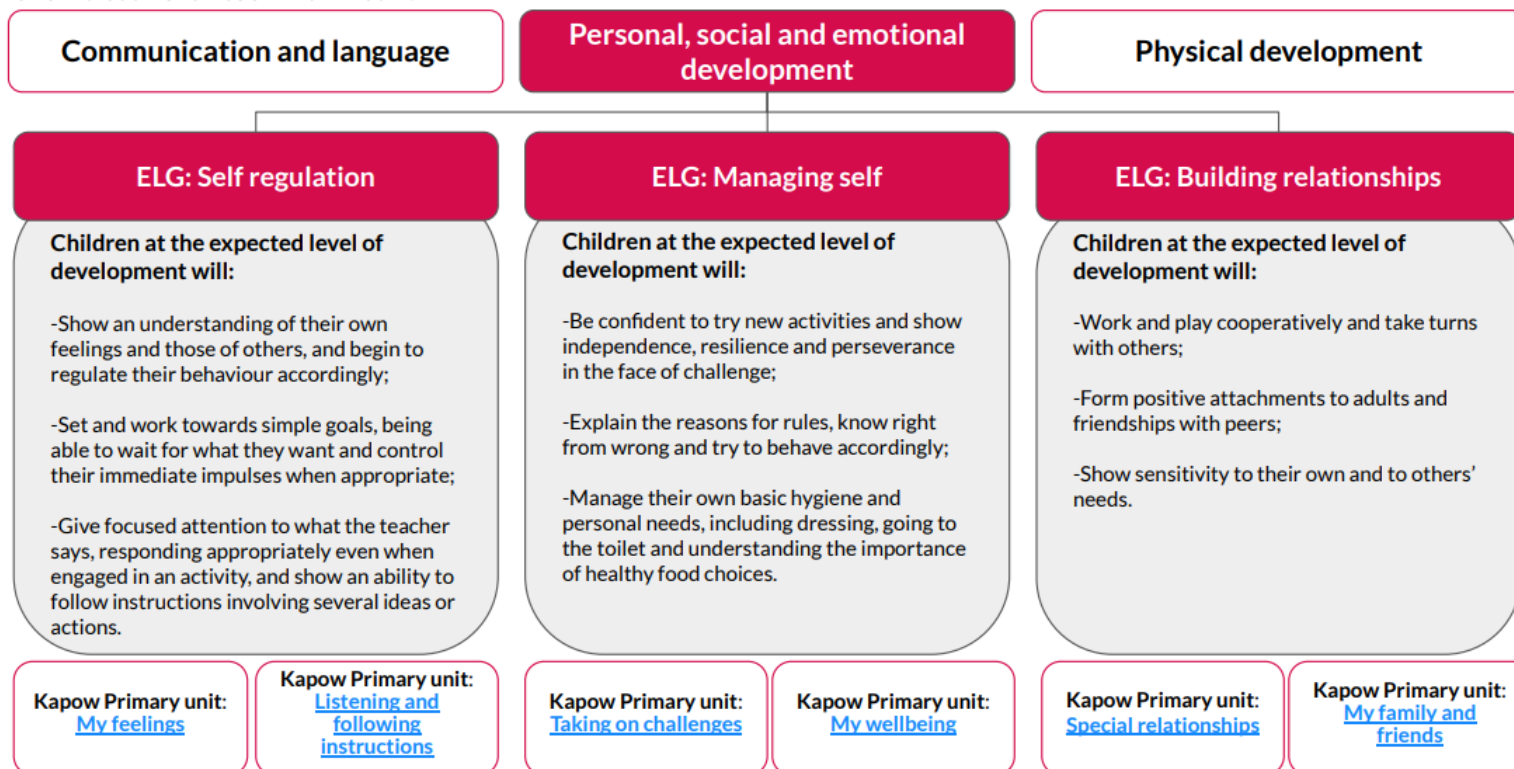
Appendix 1

RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#).

The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---|--|---|--|--|---|
| Family and relationships | <ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships | <ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change | <ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping | <ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change | <ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying | <ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change |
| Safety and the changing body | <ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe | <ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education | <ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about | <ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) | <ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education | <ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth) |
| Health and wellbeing | <ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy | <ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health | <ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health | <ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health | <ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety | <ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|--|---|---|---|---|---|
| Citizenship | <p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions | <p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion | <p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules | <p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors | <p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament | <p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy |
| Economic wellbeing | <p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school | <p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs | <p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers | <p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me | <p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace | <p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes |
| Transition | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson |
| Identity | | | | | | <ul style="list-style-type: none"> What is identity Identity and body image |

Appendix 2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)