



"Working together to achieve excellence"

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

Approved by: Gail Whitmore	Date: June 2024
Last reviewed on: June 2024	
Next review due by: June 2025	

Intent

At Shirley Manor we are committed to promoting a safe and healthy lifestyle. We believe that PSHE and RSE is an integral part of the education of our pupils. We aim to offer pupils a carefully planned program on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. We use SCARF as a whole school approach to teaching PSHE, RSE and Well-being education. It allows us to deliver a unique, spiral, progressive and effective PSHE and RSE curriculum that considers the needs of our pupils. It helps prepare our pupils for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

Our RSE curriculum is set within a moral framework that matches the pupils' level of maturity and it involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. *RSE is not about the promotion of sexual activity.*

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by SLT in consultation with all teaching staff, parents and governors. The policy will be available to parents through the school prospectus and website.

Implementation

Planning

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. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and well-being, 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.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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

At Shirley Manor we are well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Teaching

Here is our long-term plan for PSHE and RSE which outlines the units that are covered in each year group. Children in Nursery – Year 6 cover the same topics at the same time, however the content of the topics is very different to ensure pupils receive an education that suits their age and maturity. We have developed this in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 1	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 2	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 3	Me and my Relationships	Rights and Respect	Keeping Safe	Valuing Difference	Being my Best	Growing and Changing
Year 4	Valuing Difference	Me and my Relationships	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 5	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 6	Valuing Difference	Me and my Relationships	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion

PSHE and RSE is taught in ways that enable each child to access and engage with it, regardless of ethnic group, age, disability, SEN and gender. Work is accessible, challenging and engaging for all learners to ensure that they are adding to and building upon their PSHE and RSE education. Where children have significant needs, they may be taught and assessed against simplified objectives, in-line with their specific requirements.

Impact

Assessment and Feedback

We use three methods of monitoring and assessing learning within PSHE at Shirley Manor:

SCARF Progress

For each of the six units we carry out a specially designed pre and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not 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 which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#). At Shirley Manor we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The governing board will approve the RSE policy. It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher and designated safe guarding leads liaise with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and

reports to governors, when requested, on the effectiveness of the policy.

Staff that deliver RSE are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as this is compulsory for all children. Parents do however have the right to withdraw their children from the non-statutory components of sex education. At Shirley Manor we do encourage parents to consult with Senior Leadership Team if they have any concerns regarding our RSE curriculum. Requests to withdraw should be put in writing and be addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher and designated safeguarding leads will then deal with the matter in consultation with health care professionals.