

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

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**WYMONDHAM COLLEGE PREP SCHOOL | PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)
AND RELATIONSHIPS & SEX EDUCATION (RSE) POLICY**

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Personal, Social & Health Education (PSHE)

1. Aims

The aims of personal, social and health education (PSHE) in our school are as follows:

- Through discretely taught PSHE lessons, but also through assemblies and other whole school activities, we deliver a rich PSHE curriculum which in turn feeds into our commitment to personal development.
- We teach with regard for our own local context, i.e. our school and are local community, as well as the wider world and topical issues or current affairs.
- Our school values are woven into our PSHE curriculum as are fundamental British values, protected characteristics and our school expectations and attitudes.
- We aim to engage with local, national and international events to enrich the core objectives of our PSHE curriculum for example, anti-bullying week, black history month and mental health awareness week.
- We allow scope in our planning, and the flexibility required, to be able to teach reactively or responsively which will depend on dynamics, trends, patterns of behaviour within the school community, or part of the school community.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach Relationships & Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.
- This policy also complies with the terms of our funding agreement.

3. Content and delivery of PSHE

What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance.

Incorporated into this policy is our Relationships Education policy which includes details about what we teach and when, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see our curriculum map (Appendix 1 and on our website) for more details about what we teach in each year from EYFS to Year 6.

How we teach PSHE

Wymondham College Prep School recognises that there are a number of models of how PSHE can be taught in schools such as regular timetabled lessons, during form time, off timetable PSHE days, rolling lessons, occasional one-off lessons or entirely through other explicitly taught subjects in the curriculum. As advocated by the **PSHE Association** (the national body for the teaching of PSHE), Wymondham College Prep School teaches PSHE with a sequenced, spiraled programme of regular and discretely taught lessons that build on prior learning as pupils progress through school.

- In the EYFS, PSHE lessons/input take place throughout the school day as part of the continuous provision of experiential learning and the *Personal, Social & Emotional Development* strand of the EYFS framework

- Years 1 to 6 have a weekly 45-minute PSHE lesson which follows the PSHE Association's thematic model curriculum overview
- All parts of the PSHE curriculum are discretely taught. However, they may be, and often are, supplemented by being woven into other parts of the curriculum, or by being covered in assemblies, whole-school or year group events and class time
- The PSHE curriculum is delivered by teaching staff, and more specifically nearly always by the class teacher.
- PSHE is taught, like all other subjects, in a way that includes all pupils in lessons, regardless of ability or special educational needs and/or disability.
- Some PSHE lessons involve teaching controversial topics which, in turn, can lead to difficult questions from pupils. It is vitally important that teachers ensure that they do not allow their personal beliefs and attitudes influence, or narrow, their teaching.
- Teachers are able to raise any concerns about their ability to teach certain areas of the PSHE curriculum without letting their personal beliefs and attitudes affect them. They are encouraged and supported in doing so.

4. Roles and responsibilities

The governing board

The governing board / SET Education Committee will approve the PSHE and RSE Policy, and hold the headteacher or the teacher responsible to account for its implementation.

The Headteacher and SLT

The Assistant Headteacher - Pastoral is responsible for ensuring that PSHE and RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. As with the PSHE curriculum, RSE is delivered by teaching staff, and more specifically nearly always by the class teacher.

Pupils

Pupils are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity.

5. Monitoring arrangements for PSHE and RSE

The delivery of PSHE is monitored by the Assistant Headteacher - Pastoral through informal lesson-drop-ins, formal lesson observation, work book scrutiny, pupil voice activity and discussion with those staff members who teach PSHE.

This policy will be reviewed by the Assistant Headteacher – Pastoral on an at least annual basis. At every review, the policy will be approved by the governing board/SET education committee.

Relationships & Sex Education (RSE)

6. Aims of RSE

The aims of RSE at Wymondham College Prep School is 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 the core of Wymondham College Prep School are strong and positive relationships. We consider RSE vital because of this both as a subject discretely taught in the classroom and as the daily lived experience of the pupils that attend the school.

7. Statutory requirements of RSE

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 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](#).

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

At Wymondham College Prep School, we teach Relationships & Sex Education as set out in this policy.

8. Policy development for RSE

Wymondham College Prep School recognises the need to consult with parents when making changes to the RSE policy. We recognise that it is also good practice to consult with staff and pupils, too.

This policy will continue to be further developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

- Pupil consultation – we investigated what exactly pupils want from their Relationships Education
- Ratification – once amendments were made, the policy was shared with governors and ratified

9. Definition of RSE

At Wymondham College Prep School we provide RSE. The only sex education that pupils receive is in line with the content of the science national curriculum and the Department of Education’s statutory guidance on RSE.

At primary school, RSE is primarily about the emotional, social and cultural development of pupils, and involves learning about relationships. Queries from pupils may also lead to discussion around sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

10. The RSE Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. It follows the PSHE Association’s thematic model curriculum overview.

We will further develop the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner so that pupils are fully informed and don’t seek answers in a way that might put them, or others, at risk, online for example.

Primary sex education is not compulsory in primary schools. We do not cover any additional content to that in the science national curriculum or the Department of Education’s statutory guidance on RSE.

11. Delivery of RSE

RSE is taught within the PSHE curriculum predominantly during the autumn and summer terms. Biological aspects of RSE are mostly taught within the science curriculum.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

As stated in the statutory guidance on RSE, primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Teachers aim to deal with such questions in a transparent and honest way. This is because we recognise that with the ease of access to information, by not doing so may result in pupils gaining information from inappropriate, or even unsafe or factually inaccurate, sources.

We will always ensure that difficult questions are answered in a non-discriminatory way and in a way that ensures that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory Relationships Education guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

13. Use of external organisations and materials

We will make sure that any external agency or organisation and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about Relationships Education is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

14. Parents' right to withdraw from RSE

Parents do not have the right to withdraw their children from RSE.

We do however make every effort for class teachers to communicate with parents when sensitive topics are to be covered not to give an opportunity for them to withdraw their children, but instead to keep them well informed.

15. Training

Staff are trained on the delivery of RSE as part of Wymondham College Prep School's continuing professional development calendar.

The headteacher and other senior staff will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1: Curriculum map for Relationships & Sex Education

	Autumn Term: Relationships			Summer Term: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Differences and similarities, keeping safe, good and bad touch			Personal hygiene and personal needs, physical exercise, keeping safe		
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: By the end of primary school pupils should know

The following is an extract from ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teacher’ (DfE, 2022):

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources