

# Charlton Manor Primary School

## PSHE including Relationships (and sex) Education (RSE)

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### Purpose of study

PSHE education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour, safety and promotes pupils' wellbeing.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### What is relationship education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of relationships for family life that are stable and loving, with respect and care. It is also about the teaching of sex, sexuality, and sexual health.

### Statutory Requirements

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. Parents do not have the right to withdraw their child from Relationships Education nor Health Education. At Charlton Manor, we do not teach sex education outside of the statutory teaching of human reproduction and birth covered in the science curriculum.

## Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

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

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Teaching and learning

PSHE is approached through discussions to find out what our pupils already know, understand, are able to do and are able to say. We introduce new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children.

We may do this through:

- Circle Time
- Discussions about local and national news
- Whole school assemblies
- Stories
- Raising awareness about child mental health, anti-bullying and Junior Citizen events
- Guest Speakers
- Safer Internet Day
- Cross-curricular links with Science, Computing, RE, English, Maths and History.

At Charlton Manor we offer a wide variety of teaching and learning styles within PSHE and RSE education, with an emphasis on interactive learning and the teacher as facilitator. We link the PSHE to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.

We take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

Pupils are provided with information which is realistic and relevant and which reinforces positive social norms. We encourage children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

PSHE is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. At Charlton Manor, we provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. The school provides a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experiences. At Charlton Manor we appreciate that social media is very often a big part of our pupils' lives and that from this, safeguarding issues may arise. Therefore healthy Online Relationship is taught as part of the Relationships theme.

RSE is alongside the current Science curriculum. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As this subject is statutory, parents do not have the right to withdraw their child/children from these lessons.

## **National Curriculum Science Programme of Study:**

### **Key Stage 1:**

Animals, including humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2:**

Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals, including humans

- describe the changes as humans develop to old age

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others; and for the purpose of preventing and removing prejudice. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

RSE is taught to each year group, starting in Reception.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education 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

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

RSE lessons will be delivered by class teachers using resources such as books, texts and pictures. Where teachers feel videos would support the teaching of RSE topics effectively, appropriate videos may be used to teach RSE. Where used, these will be available to view prior to the teaching of the lesson.

Relationship and sex education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

We value the relationship between the school and the parents and carers of pupils. In implementing the RSE curriculum, we seek to be transparent about what is being taught and the way in which it is delivered. Prior to the teaching of a unit, correspondence with parents and carers will outline the content of up-coming lessons as well as the year group's curriculum, and it will be possible to contact staff prior to teaching to discuss the curriculum if this is needed. Additionally, the curriculum and year group outlines of these will be available on the school website. By doing this, the school seeks to be clear about what RSE entails, put parents and carers at ease with regards to what their children are learning, as well as support those who wish to discuss these topics at home with their children before or in tandem with what is being taught at school.

The curriculum is taught with an aim to educate, not promote a particular viewpoint above another. Teachers will establish a class code of conduct to ensure children have a safe environment in which to discuss different opinions while upholding the school's shared values of diversity and respect. Time for sharing ideas and reflecting on what has been taught will be included in lessons when and where relevant.

For year 5 and 6 pupils, relevant topics including drugs, gangs and crime will be covered by trained professionals as much as this is possible.

It is important that relationships and sex education is available to all learners, including more vulnerable children and those with special educational needs. Lessons will be planned and delivered with an approach of inclusivity that gives all learners a voice, allowing access and participation for all.

## Planning

Planning is formed through following themes as set out in the medium term plans, with a focus on the core themes of **Health & Wellbeing, Relationships, and Living in the Wider World**. There is flexibility for teachers to address class issues, local and national issues as well as pupil voice activities (student council).

In line with government guidance, we seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## **Assessment and Recording**

Children are assessed both formatively (through observation and discussion) and summatively (to give a milestone assessment at the end of each term) by their class teachers. Assessments are used to identify areas of strength and for improvement, which feeds into planning for progression. Teachers assess the children through observing their behaviours in class and around the school and through discussions with other members of staff to build a balanced picture of each child. Progress is measured through monitoring using the school's assessment system. Assessment is reported to parents/carers towards the end of the school year and discussed during consultation evenings during the school year.

## **Response to Covid-19**

As children return to school on March 8<sup>th</sup>, at Charlton Manor we put the mental, physical and emotional needs of our pupils at the centre of the transition back into full time, onsite education. The first day is centred on creating a safe space for children to share their lock down experiences through discussion, role play, games and writing. A two week project will be delivered in the afternoons to not only give the children the opportunity to explore and investigate learning in a more child-led manner, but to create opportunities for children to work in groups, communicate effectively and appropriately, build relationships with their peers and adults in class and enjoy learning in a less formal manner than set lessons. Parents/carers, teachers and children have the opportunity to voice their experiences and reactions to the school closure and return through surveys so we might better understand their needs and where to target support. Counselling services and other external support is available and signposted by our welfare team who check in weekly with the vulnerable members of our school community.

## **December 2020**

## **To be reviewed: December 2021**