

# Gastrells Community Primary School



*"a flying start to a life of learning"*

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

### **MISSION STATEMENT**

***At Gastrells Community Primary School, our mission is to promote pupil success by inspiring and developing their knowledge, interests, physical and mental wellbeing, and a love of learning in a child-centered, inclusive and empowering environment.***

**Approved by:** Standards Committee

**Last reviewed on:** April 2025

**Next review due by:** April 2026

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

**With reference to how the school promotes Spiritual, Moral, Social and Cultural (SMSC) values, aspects of Wellbeing, Citizenship and the British Values agenda**

## **AIMS**

At Gastrells Primary School, we believe that PSHE and RSE 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.

The school has an embedded, clear and comprehensive core Scheme of Work which is at the heart of our PSHE and RSE curriculum. This core scheme of work has been developed by **Coram Life Education** which is a **PSHE Association Quality Assured Resource**. It is known as **SCARF** which reflects its focus on **Safety, Caring, Achievement, Resilience and Friendship**. This scheme addresses the **Safeguarding** requirement now expected of schools to ensure that children learn about how to keep themselves safe and it also fulfils the new **Relationships Education and Health Education** statutory requirements. This policy also acts as an 'umbrella' for the promotion of **Spiritual, Moral, Social and Cultural (SMSC) values**, nurturing **Wellbeing** and has a mind to the **British Values agenda**.

We believe that, to be effective, RSE should always be taught within a broader PSHE education context. The aims of PSHE and RSE at Gastrells are to:

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

At Gastrells we teach PSHE and RSE as set out in this policy. It is in line with the Statutory guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education**' published in 2019 by the Department of Education.

Relationships Education and Health Education for primary pupils is compulsory for all primaries. [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance) Through these subjects, we will provide support to all pupils to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Gastrells we have chosen to teach age-appropriate **Sex Education** alongside **Relationships Education**.

## POLICY DEVELOPMENT

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

- **Review** – the Co-ordinator for PSHE and RSE throughout the school, who is also a member of the Senior Management Team, keeps up-to-date and informed of the relevant national and local guidance
- **Staff consultation** – school staff are given the opportunity to look at draft policies and make recommendations.
- **Pupil questionnaire** – we investigate pupils' attitudes towards aspects of school life explored in RSE and PSHE lessons via an annual pupil questionnaire.
- **Parent views** – parents are encouraged to comment on and request clarification of any aspect of school policy. School policies are all posted on the school website.
- **Ratification** – the draft policy is discussed and ratified by the Full Governing Body.

## DEFINITION OF RSE

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-exploitative relationships and the skills to stay safe both on and offline. 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.

## DELIVERY OF PSHE AND RSE

RSE is taught by teachers and support staff within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At Gastrells, **SCARF**, our adopted core Scheme of Work, is at the heart of our PSHE and RSE curriculum.

We believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on Lesbian, Gay, Bisexual and Transgender (LGBTQ+) relationships, which is delivered at Gastrells, for example, through teaching about different types of family groups, including those with same sex parents.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

As far as is appropriate, pupils with SEND should follow the same PSHE and RSE programmes as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

## **ROLES AND RESPONSIBILITIES**

The governing body will approve the PSHE and RSE policy.

The Headteacher together with the PSHE and RSE Co-ordinator are 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**

Teachers and Support Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- 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 RSE.

N.B 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**

Pupils are expected to engage fully in PSHE and RSE and in discussions should treat others with respect and sensitivity.

## **PARENTS' RIGHT TO WITHDRAW**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through 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 with teachers or governors about this policy or the arrangements for RSE/PSHE in the school.

**Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.** (Further guidance regarding this may be found in the document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education**' mentioned above.) There is no right to withdraw from Relationships Education.

**Before the Year 5 and Year 6 Sex Education programme takes place the school will invite parents to view the materials we use and to talk to the teachers responsible for delivering the lessons.**

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.

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.

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.

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

## **MONITORING ARRANGEMENTS**

The delivery of PSHE and RSE is monitored by the Headteacher and subject Coordinator through:

- Lesson observations, book looks, feedback from staff and children.
- class teachers will monitor pupils' development in RSE as part of our internal assessment systems.

This policy will be reviewed every year. At every review, the policy will be approved by the Governing Body and Headteacher.

## **APPENDICES**

1. **SCARF** coverage - *PSHE and RSE curriculum content delivered throughout the school.*
2. *School Statement of British Values*

### **APPENDIX 1 - **SCARF** COVERAGE**

#### **RECEPTION**

<b>Me and My Relationships</b>
<ul style="list-style-type: none"> <li>• All about me - what makes me special</li> <li>• My Special People - who can help me</li> <li>• My Feelings</li> </ul>
<b>Valuing Difference</b>
<ul style="list-style-type: none"> <li>• Same and Different - I'm special, your special</li> <li>• Different Families and Homes</li> <li>• Kindness and Caring</li> </ul>
<b>Keeping Myself Safe</b>
<ul style="list-style-type: none"> <li>• Keeping my Body Safe - what's safe to go on to and into my body, safe indoors and outdoors</li> <li>• Listening to my Feelings</li> <li>• People who Help Keep me Safe</li> </ul>
<b>Rights and Responsibilities</b>
<ul style="list-style-type: none"> <li>• Looking after Myself, my Special People and Friends</li> <li>• Caring for my Environment – helping at home, caring for our classroom and school, caring for our world</li> <li>• Looking after Money – recognising, spending and using</li> </ul>
<b>Being my Best</b>
<ul style="list-style-type: none"> <li>• Bouncing Back - bouncing back when things go wrong, yes I can!</li> <li>• Healthy Eating</li> <li>• Exercise and Sleep</li> </ul>
<b>Growing and Changing</b>
<ul style="list-style-type: none"> <li>• Changes - Seasons</li> <li>• Life Stages – plants, animals and humans, where do babies come from?</li> <li>• Changing Bodies – getting bigger, me and my body, boys and girls</li> </ul>
<b>YEAR 1</b>
<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Healthy Lifestyles – eating well, our feelings, keeping clean, Catch it! Bin it! Kill it!, Super sleep</li> <li>• Keeping Safe – who can help, school rules</li> <li>• Growing and Changing – then and now, inside my wonderful body, keeping privates private, taking care of a baby</li> </ul>
<b>Relationships</b>
<ul style="list-style-type: none"> <li>• Healthy Relationships - surprises and secrets, good or bad touches? unkind, tease or bully? how are you listening? pass on the praise, sharing opinions</li> <li>• Feelings and Emotions</li> <li>• Valuing difference – it's not fair, good friends, same or different</li> </ul>
<b>Living in the Wider World</b>
<ul style="list-style-type: none"> <li>• Rules, Rights and Responsibilities – classroom rules, taking care of something, basic first aid</li> <li>• Caring for the Environment – around and about school,</li> <li>• Money – looking after money</li> </ul>

**YEAR 2**

<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Healthy Lifestyles – keeping clean and healthy, what does my body do?</li> <li>• Keeping Safe</li> <li>• Growing and Changing – you can do it! my body your body</li> </ul>
<b>Relationships</b>
<ul style="list-style-type: none"> <li>• Healthy relationships – should I tell? a helping hand, I don't like that, bullying or teasing? don't do that! types of bullying, some secrets should never be kept, feeling safe, sharing opinions</li> <li>• Feelings and Emotions – how are you feeling today? How do we make others feel? My special people, being a good friend, fun or not?</li> <li>• Valuing Difference – what makes us who we are?</li> </ul>
<b>Living in the Wider World</b>
<ul style="list-style-type: none"> <li>• Caring for the Environment</li> <li>• Money – saving for something special</li> </ul>
<b>YEAR 3</b>
<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Healthy lifestyles – healthy eating, exercise and sleep, illness</li> <li>• Keeping safe – helping each other, alcohol and cigarettes</li> <li>• Growing and Changing – my special pet, I am fantastic! my changing body</li> </ul>
<b>Relationships</b>
<ul style="list-style-type: none"> <li>• Healthy Relationships – teamwork, looking after our special people, danger or risk? body space, friends are special, relationship tree</li> <li>• Feelings and emotions</li> <li>• Valuing difference – family and friends, respect and challenge,</li> </ul>
<b>Living in the Wider World</b>
<ul style="list-style-type: none"> <li>• Rules, Rights and Responsibilities – for or against, basic first aid</li> <li>• Caring for the Environment – keeping things tidy, my community, our helpful volunteers</li> <li>• Money – earning money</li> </ul>
<b>YEAR 4</b>
<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Healthy lifestyles – making choices</li> <li>• Keeping safe – danger, risk or hazard, who helps us stay safe, know the norms, medicines: check the label, when feelings change, under pressure</li> <li>• Growing and changing – moving house, my feelings are all over the place</li> </ul>
<b>Relationships</b>
<ul style="list-style-type: none"> <li>• Healthy Relationships – Ok or not ok, islands, human machines</li> <li>• Different feelings – secret or surprise? How dare you!</li> <li>• Valuing difference – friend or acquaintance? What would I do?</li> </ul>
<b>Living in the Wider World</b>
<ul style="list-style-type: none"> <li>• Rules, Rights and Responsibilities - in the news! the people we share our world with, safety in numbers, stereotypes, it's your right, basic first aid</li> <li>• Caring for the Environment – volunteering is cool, my school community.</li> <li>• Money – why pay taxes?</li> </ul>
<b>YEAR 5</b>
<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Healthy lifestyles – smoking, getting fit</li> <li>• Keeping safe – habits, independence and responsibility, our emotional needs, being assertive, drugs, spot bullying</li> <li>• Growing and changing – growing up and changing bodies, changing feelings, help I'm a teenager – get me out of here!</li> </ul>

<b>Relationships</b>
<ul style="list-style-type: none"> <li>• Healthy Relationships – give and take, stereotypes</li> <li>• Feelings and emotions – how good a friend are you?</li> <li>• Valuing difference – happy being me</li> </ul>
<b>Living in the Wider World</b>
<ul style="list-style-type: none"> <li>• Rules, Rights and Responsibilities – local councils, basic first aid</li> <li>• Caring for the environment – my school community</li> <li>• Money – spending wisely</li> </ul>
<b>YEAR 6</b>
<b>Health and Wellbeing</b>
<ul style="list-style-type: none"> <li>• Healthy lifestyles – I look great! We have more in common than not, what are STDs?</li> <li>• Keeping safe – think before you click, drugs: it's the law! alcohol, to share or not to share?</li> <li>• Growing and changing – is this normal? challenging gender types, media manipulation, making babies</li> </ul>
<b>Relationships</b>
<ul style="list-style-type: none"> <li>• Healthy Relationships – solving friendship problems, working together, negotiating, assertiveness skills, don't force me! OK to be different</li> <li>• Feelings and emotions</li> <li>• Valuing difference – respecting differences</li> </ul>
<b>Living in the Wider World</b>
<ul style="list-style-type: none"> <li>• Rules, Rights and Responsibilities – two sides to every story, 'Fakebook' friends, tolerance and respect for others, democracy in Britain, basic first aid</li> <li>• Caring for the environment – community art, happy shoppers</li> <li>• Money – what's it worth?</li> </ul>

## APPENDIX 2 – STATEMENT OF BRITISH VALUES

As stated in the document published by the Department for Education - 'Promoting fundamental British Values as part of SMSC in Schools (2014), schools are required to:

*"promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Below are examples of how Gastrells meets this requirement both through the taught curriculum and pastoral support for the pupils.

### DEMOCRACY

#### Knowledge and Understanding

- Pupils will have knowledge of and respect for public institutions and services.

- Pupils will know how they can influence decision making through a democratic process.

### What we do

- Pupils take part in a mock trial with an attending local Magistrate.
- Visits are arranged from representatives of the emergency and community services.
- We encourage children to express their views through debates and persuasive writing.
- We hold elections for members of the School Council and Eco Council.
- Pupils complete an annual questionnaire in which they are able to put forward their views about the school

## THE RULE OF LAW

### Knowledge and Understanding

- Pupils will distinguish right from wrong.
- Pupils will respect both school and classroom rules.
- Pupils will respect the Law of the Land and the basis upon which it is made.
- Pupils will understand that living with rules and under the Law protects individuals.

### What we do

- Explore the concepts of right and wrong within the PSHE curriculum.
- Provide additional social skills and collaborative play training to targeted children through regular Nurture Groups.

## INDIVIDUAL LIBERTY

### Knowledge and Understanding

- Pupils will know their rights.
- Pupils will understand the concept of free speech.
- Pupils will be able to take responsibility for their own behaviour.

### What we do

- Give praise and reward to develop a pupil's self-esteem.
- Provide targeted support through Nurture Groups to develop emotional literacy and self-esteem.
- Provide opportunities for pupils to discuss and challenge stereotypes within PSHE lessons.
- Raise awareness of anti-bullying in school through the PSHE curriculum.
- Promote freedom of speech through classroom debates.
- Have a high expectation of conduct and provide pupils with strategies for managing their emotions and controlling their actions.

## MUTUAL RESPECT AND TOLERANCE OF DIFFERENCE

### Knowledge and Understanding

- Pupils will understand and respect their own culture and that of others.
- Pupils will understand the importance of respecting individual difference.
- Pupils will know how to deal with prejudicial or discriminatory behaviour.

### What we do

- Provide opportunities for pupils to learn about other faiths within RE lessons.
- Discuss and encourage pupils to embrace diversity including differences of ethnicity, disability and sexual orientation within PSHE lessons.
- Challenge prejudicial and discriminatory behaviour by pupils.