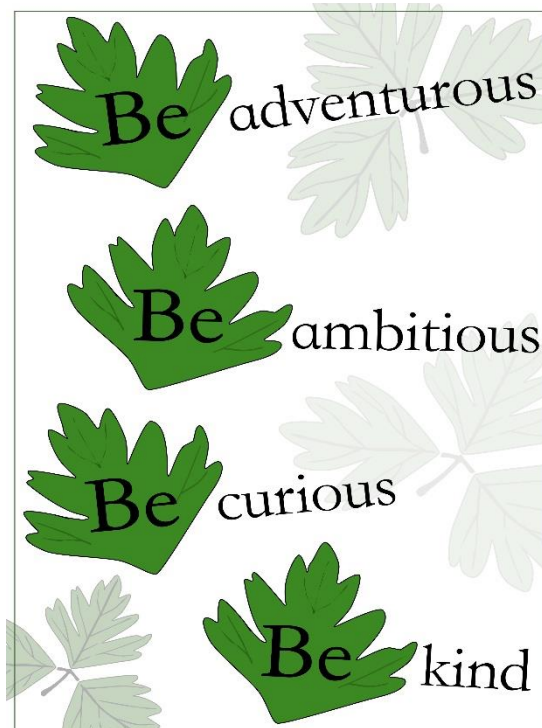


Badbury Park Primary

PSHE and RSHE Policy



Intent:

At Badbury Park Primary School, it is important to us that children can achieve their greatest potential while also helping children to lead **confident, healthy, independent** lives and become **informed, active and responsible citizens**, regardless of their starting points in life. In order to do this, we have chosen to use the PSHE associations thematic approach to build our long term whole school overview. This covers all three core themes (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term.

As we know that PSHE is always at the heart of everything we do it is important to us to use a thematic approach that can allow all children across all year groups to work on similar themes at the same time. This learning can then also feed into all lessons, our whole school assemblies, recognition certificates, class circle times, lunchtime support and parent workshops. It also ensures that all staff are able to promote our focus PSHE learning and values to all children whenever they are interacting with them, whether this be in class, on the playground at lunchtime, moving around the school during the day or in afterschool club.

The PSHE association thematic approach ensures that as school we cover all statutory learning set out in the national curriculum but with freedom to find the resources and activities that will best support the needs of our children and school ethos. We will use the Twinkl PSHE scheme and PSHE Association resources bank to build our individual lessons.

Implementation:

Personal, Social, Health Education (PSHE) and Relationship and Health Education (RHSE) will be taught across the school year through the thematic approach from the PSHE Association and the Science curriculum. This has been grouped into the themes of Relationships, Health and Wellbeing and Living in the Wider World. It is taught by class teachers or a HLTA. The sessions and will be taught using a range of teaching methods including philosophical questioning, debate, circle times, outdoor learning, use of ICT, discussions, looking at case studies, drama and role-play. The whole school long term plan can be seen on the school website.

Work, discussions and learning will be recorded in a class floor book which will be available for children to access and revisit when needed.

RHSE is usually delivered in mixed gender groups, however, there may be occasions where single gender groups are more appropriate and relevant. On these occasions, parents will be communicated with and made aware.

Impact:

Assessments of children's PSHE knowledge and understanding will be monitored throughout the year and be formally assessed at each data point. Teachers will also ensure that they are teaching reflects the needs of the class and build this into their PSHE lessons and daily circle times. This will be evident in the class floor books. The assessments and/or evaluations of the units will inform us of children's next steps and support us in refining and developing our social and emotional interventions.

PSHE Scheme of Work

At Badbury Park we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. The themes of these lessons are referred to often throughout each school day and link back to our 4 B's.

These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, daily circle times, praise and reward system in the form of green recognition stars in each classroom and recognition assembly with certificates to take home, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

We use a whole school thematic approach to teaching PSHE to ensure that it is at the heart of everything we do and can also be focused on in our whole school assemblies.

Autumn Relationships – BE KIND & CURIOUS	Spring Living in the Wider World BE CURIOUS & ADVENTUROUS	Summer Health and Wellbeing BE CURIOUS and KIND
- Families and Friendships - Safe Relationships - Respecting ourselves and others	- Belonging to a community - Media literacy and digital resilience - Money and work	- Physical health and Mental Wellbeing - Growing and Changing - Keeping Safe

Relationships Education

At Badbury Park we focus on the building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults both in person and online.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Children are taught and supported to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy such as establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Teachers at Badbury Park have a good understanding of the pupils in their classes and when learning about families they ensure that learning reflects the needs of the class and that they have a good understanding of families they may meet in the future in a sensitive and respectful way.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We teach this by focusing on boundaries and privacy, ensuring that our pupils understand that they have rights over their own bodies and what to do if they ever feel unsafe or suspect that something is wrong in the interactions they have had. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. Ensuring that children understand this and know that they can talk to us in a safe environment also supports us in safeguarding all children in our care.

As defined by the DFE, our PSHE and Relationships scheme of work ensures that by the end of primary school, our children will learn the following :

Families and people who care for me	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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
Respectful relationships	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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

Health Education

Health Education at Badbury Park covers 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.

It is important to explain that whilst the Health and Wellbeing units in the summer term cover most of the statutory Health Education, some of the outcomes are taught elsewhere and throughout the e.g. emotional and mental health is nurtured every day during daily circle times, social skills are grown every lesson through speaking and listening activities and respect is enhanced through our school ethos and 4 B's.

Also, 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 this is taught as part of growing and changing in the summer term.

- Encourage parents to talk with their child's teacher about issues that have arisen at home linked to aspects within RSE.
- Parents are advised, via newsletters and online/e-safety meetings, of the importance of protecting their children when using new technologies out of school.

Parents do not have the right to withdraw their children from relationships and health education. This includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE which fall outside of the scope of the statutory science elements of the curriculum. Puberty is taught as a statutory requirement of Health Education and covered by our PSHE and RSE Programme in the summer term.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in the summer term.

Parents who would like more information about the content of lessons or to discuss withdrawing their child from non statutory sex education objectives highlighted above taught in year 4 and 6 please email admin@badburypark.bluekitetrust.org to arrange a meeting.

Reception	Our bodies Pants are private
Year 1	Recap pants are private Introduce body part names – Vulva, vagina, Penis, Testicles
Year 2	Recap body part names – Vulva, vagina, penis, testicles Growing and changing from young to old How our bodies and needs change as we grow older – shape, size, height, facial hair
Year 3	Internal body parts – including reproductive organs How boys and girls bodies need to change so that when they grow up their bodies can make babies How a baby grows in the uterus
Year 4	Recap internal and external body parts/organs and introduce egg and sperm and how they join (internally) to make a baby Puberty including periods, erections and wet dreams How to ask questions when we need help or support
Year 5	How boys and girls bodies change during puberty and how to look after ourselves physically and mentally Period products Emotions How to ask questions when we need help or support Responsibility of growing up and becoming a teenager including consent
Year 6	How bodies have changed during puberty including masturbation and how to ask questions when we need help or support How physical attraction changes a relationship. How a baby develops from conception , through the 9 months of pregnancy and how it is born including sexual intercourse Contraception

The school will inform parents of the content being taught and their right to withdraw by a letter sent in the term before delivery of any non-statutory content as listed in the table above.

Safeguarding / Confidentiality

Teachers are aware that effective PSHE and RSE which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue and that it may be a very difficult and personal subject for some children. If a disclosure was to arise, staff will follow our safeguarding procedures as set out in our Safeguarding and Child Protection Policy.

Dealing with difficult topics / questions:

- Each year group will be taught appropriate to their age and their physical and emotional development stage.
- A safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital and established before explicit PSHE and RSE learning takes place.
- Where teachers feel they are unable to answering sensitive or difficult questions they will seek advice and support to ensure that the question is answered appropriately to super the child. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and will follow up appropriately, disclosures made in a group or individual setting in line with the safeguarding and child protection policy.
- Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. 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.

Equality

At Badbury Park, we take equality seriously and ensure equal opportunities for all children. Differentiation is necessary to ensure delivery of relevant learning experiences for the academically more able and Special Educational Needs. Within the planning of PSHE and RSE, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. If parents have concerns or would like more information on the content of PSHE and RSE lessons please email admin@badburypark.bluekitetrust.org or speak to your child's teacher.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: May 2024		
Date of next review: May 2025		