



# Collierley Primary School



## **PSHE and RSE (Relationships and Sex Education) policy**

*2024 -2025*



## **PSHE and RSE CURRICULUM**

### **Intent**

At Collierley Primary and Nursery School, our PSHE (Personal, Social, Health, and Economic) education aims to prepare children to become good citizens who can thrive in the modern world. Through PSHE lessons, children will:

- Develop emotional intelligence and the ability to articulate their feelings, supporting good mental health.
- Understand the importance of physical health and fitness and make informed choices about diet and exercise.
- Cultivate resilience, flexibility, and a growth mindset, equipping them with essential life skills.
- Respect diversity and develop tolerance, preparing them to contribute positively to society.
- Use technology safely and responsibly.

PSHE is not statutory in the National Curriculum. However, Relationships Education, Sex Education, and Health Education (RSE) are statutory. The National Curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The intent at Collierley Primary for PSHE education is to use the starting points of the children to provide the experiences, knowledge and skills to become good citizens in the future. The policy for Relationships, Sex and Health Education (RSE) follows this document and states the consultation process to devise the curriculum.

At Collierley, the children will be given the vocabulary to be able to articulate their feelings. The intention is to promote mental wellbeing and empathy across the school and into the community. The children in our school have a range of family backgrounds and life experiences. It is important that we build upon these experiences to provide understanding of the diversity in our country as a whole in terms of race, religion, relationships. The intent is to develop tolerant, respectful young people, prepared for their future lives. PSHE also develops the understanding of health and fitness. In our school, we will give children the knowledge to be able to make informed choices with regards to diet and exercise. In our increasingly technological world, the children in Collierley Primary use online resources frequently both in and outside of school. Our intent is to ensure all children are able to stay safe, making the correct choices about their use of technology.

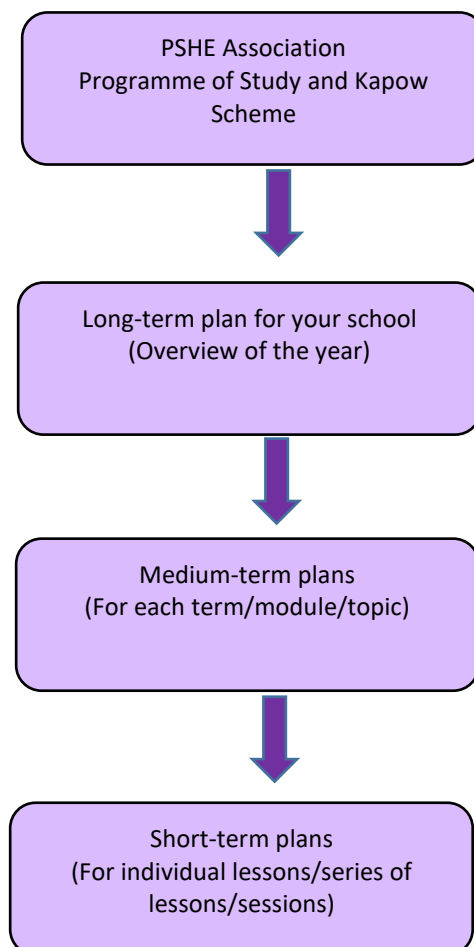
Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.



## Implementation

Our PSHE and RSE curriculum is delivered through weekly lessons based on long-term plans designed by the PSHE Association and Kapow Primary to support planning a personalised and flexible PSHE education scheme of work over the course of a school year. It is used to enable us to develop our pupils' knowledge, skills and understanding based on the three core themes of the PSHE Association Programme of Study for PSHE education: *health and wellbeing*, *relationships* and *living in the wider world*.

The long term was adapted from the PSHE Association and Kapow Primary long-term plan that covers all three core themes over three terms. It takes into account progression and development of pupils' understanding of the overarching concepts and development of essential skills. Content has been selected to ensure opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study, through a programme that is relevant and appropriate to the ethos of our school and the needs of our pupils.



Our PSHE and RSE curriculum is a whole school approach that consists of three areas of learning in EYFS: Nursery and Reception (to match the EYFS Personal, social and



emotional development prime area) and five areas of learning across Key Stage 1 and 2.

PSHE is embedded in the 2-year-old provision through activities designed to develop foundational skills in self-regulation, building positive relationships, and managing personal needs. Activities are tailored to be age-appropriate and are delivered through play, interaction, and routines, ensuring that even the youngest children are introduced to key concepts of empathy, respect, and healthy habits in a developmentally suitable manner.

### **2-Year -Old Provision**

- Self-regulation
- Building relationships
- Managing self

### **EYFS:**

- Self-regulation
- Building relationships
- Managing self

### **Key stage 1 and 2:**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health Education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic Wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our curriculum.

The class teachers deliver a PSHE lesson each week following this long term plan:



## RSE and PSHE - Long Term Planning



Our RSE & PHSE curriculum has been developed from the National Curriculum RSE & PHSE Statutory guidance (and non-statutory sex education) along with the PSHE Association Programme of Study and

Kapow Primary Scheme of Work to create a tailored curriculum bespoke to Collierley Nursery and Primary School.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 1 and 2 Cycle A</b>	<b>Introduction lesson</b> Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenships	Citizenship Economic wellbeing	Economic wellbeing <b>Transition lesson</b>
<b>Year 1 and 2 Cycle B</b>	<b>Introduction lesson</b> Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenships	Citizenship	Economic wellbeing <b>Transition lesson</b>
<b>Year 3 and 4 Cycle A</b>	<b>Introduction lesson</b> Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenships	Citizenship	Economic wellbeing <b>Transition lesson</b>
<b>Year 3 and 4 Cycle B</b>	<b>Introduction lesson</b> Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body	Citizenship	Citizenship Economic wellbeing <b>Transition lesson</b>
<b>Year 5</b>	<b>Introduction lesson</b> Family and Relationships	Family and Relationships Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenships	Citizenship Economic wellbeing	Economic wellbeing <b>Transition lesson- Roles and Responsibility</b>
<b>Year 6</b>	<b>Introduction lesson</b> Family and Relationships	Health and Wellbeing	Health and Wellbeing Safety and the changing body	Safety and the changing body Citizenships	Citizenship Economic wellbeing	Economic wellbeing Identity <b>Transition lesson – Dealing with change</b>

PSHE Association

Core Theme 1 – Health and Wellbeing

Core Theme 2 – Relationships

Core Theme 3 – Living in the Wider World



Additional learning opportunities include themed days and weeks such as Mental Health Awareness Week, Anti-Bullying Day, and Enterprise Week.

### **Impact**

By the end of their time at Collierley Primary, pupils will:

- Build positive, healthy relationships with peers and others.
- Understand physical and emotional aspects of RSE at an age-appropriate level.
- Respect themselves and others, embracing diversity.
- Make informed, safe choices regarding their physical, mental, and online wellbeing.
- Develop a positive body image and resilience in facing life's challenges.

## **RSE Policy**

### **Rationale and Ethos**

This policy covers Collierley Primary and Nursery School's approach to Relationships, Sex and Health Education. It was produced through:

- Consultation and engagement with parents via Facebook, the school website and parents' forum,
- Review of the Relationships, Sex and Health Curriculum content with staff,
- Consultation, agreement and implementation of the policy by school governors

The purpose of Relationships, Sex and Health Education (RSE) at Collierley Primary and Nursery School is to ensure the statutory guidance from the DfE is followed and adhered to. We want the children in our school to have respect for themselves and others, recognising love, security and stability among the people who care for them. We also want our children to recognise the diversity of caring relationships and respect those differences. Friendships are a large and important part of all children's lives, both online and in the real world. RSE lessons will provide our children with the knowledge, skills and understanding to deal with ups and downs in their relationships, avoid stereotypes and how to keep themselves safe. Safety in these lessons will ensure our children know who and how to tell if they ever feel that privacy boundaries have been broken.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with SEND (special educational needs and disabilities) by ensuring the teaching and learning is needs appropriate and not only age appropriate. Support from additional adults is also available if necessary and teaching will be relevant.





## **Curriculum Content**

The RSE curriculum includes statutory Relationships and Health Education and non-statutory Sex Education (delivered in Year 6). Pupils will know and understand:

### **In Relationships Education**

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

### **In Health Education**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **In Sex Education**

- Age-appropriate content beyond the statutory science curriculum (Year 6).

## **Roles and Responsibilities**

### **The Governing Body**

The governing body will approve the RSE policy and hold the headteacher and pastoral staff to account for its implementation.

### **The Headteacher and RSE lead**

The Headteacher and RSE lead are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff 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 non-statutory components of RSE.

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 or RSE leader. Staff receive regular training and support.

### **Pupils**

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

### **Designated Safeguarding Lead (DSL)**

Any allegations/disclosures/concerns of a sexual nature must be logged on CPOMs and shared at once with the DSL – Mrs McDermid or Deputy DSL – Mr Thompson or Miss Dews. It must be made clear to the pupil that this information cannot be kept confidential and information must be shared to enable safeguarding procedures to be followed in line with the school safeguarding policy.

The DSL or Deputy DSL will act in accordance with the school child protection and safeguarding policy to ensure the safety and wellbeing of the child.

### Legislation

Documents that inform the RSE and PSHE policy are:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education (2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

Relationships Education is compulsory in primary schools. Sex Education is not. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

### **Safe and Effective practice**

Parents will be informed of the content of the curriculum via the long and medium term plans posted on the school website.

Staff are trained on the delivery of RSE with the introduction of the statutory guidelines and it is included in our continuing professional development calendar.

We will ensure there is a safe learning environment in school by establishing ground rules between class teachers and their pupils before teaching the RSE curriculum. The ground rules will be negotiated and agreed before the lessons begin. All staff





teaching RSE will be supported by the RSE lead (Mrs Carter) and other professional outside agencies if necessary. Issues and questions will be handled sensitively and there will be the opportunity to raise questions anonymously.

### **Safeguarding**

All RSE lessons adhere to the school's safeguarding policy. Any disclosures or concerns are logged in CPOMs and reported to the Designated Safeguarding Lead (DSL) or deputies. External agencies contributing to RSE delivery are vetted to ensure alignment with the school's ethos and safeguarding policies.

### **Engaging Stakeholders**

The school has worked in partnership with parents and carers by:

- Offering the opportunity to learn about the RSE provision and vocabulary to be used via a parents' forum.
- The policy will be shared on the website and through links on the school's social media pages.
- Long and medium term plans along with knowledge organisers will be published on the PSHE curriculum page of the school website.
- Parents and carers will be informed when the school plans to teach non-statutory content of the RSE curriculum.

Governors will be informed of the of the RSE policy and curriculum through presentation at a Teaching, Learning and Assessment committee meeting.

Teachers will be informed of the policy and curriculum via Learning and Teaching forum. They will also be given the opportunity to complete a survey with regard to the vocabulary introduced in specific year groups.

### **Parental Engagement**

Parents are informed about the RSE curriculum through:

- Curriculum plans and knowledge organisers on the school website.
- Consultations and forums.
- Notifications before the delivery of non-statutory content.

Parents have the right to withdraw their children from non-statutory sex education. Requests must be made in writing to the headteacher, who will discuss the matter with parents. Alternative work will be provided for withdrawn pupils.

### **Monitoring, Reporting and Evaluation**

The delivery of RSE is monitored by the RSE lead, Mrs Darwin, through:

- Planning scrutinies
- Learning walks
- Lesson observations
- Staff discussion



- Talking and listening to pupils.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

**RSE Policy review date**

This policy will be reviewed by September 2025 to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.