

Kirk Merrington Primary School



PSHE and Relationship and Sex Education Policy

Intent

Kirk Merrington Primary School PSHE lessons aim to equip children with essential skills which will enable them to embrace the challenges of creating a happy and successful life in the future. They aim to develop the whole child through carefully planned and resourced lessons that develop knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. We believe that a successful PSHE curriculum is a vital tool in preparing children for life in society now and in the future. Our PSHE units aim to cover a wide range of social and emotional aspects of learning, enabling our children to develop their identity and self-esteem. The themes and topics have been carefully chosen to support the social, moral, spiritual and cultural development of our children and provide them with protective teaching on essential safeguarding issues, developing the knowledge of when and how to ask for help.

Our plans are developed from the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study, which is recommended and referred to by the DFE in all key documentation relating to PSHE provision in schools. Our plans follow the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. Our lessons fulfil the requirements of 2020 Statutory Relationships and Sex Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

Our PSHE lessons are designed to be taught in thematic units. This will enable our children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of our children. Our lessons signpost key words, building vocabulary to develop understanding. Teachers have the flexibility to choose from a range of resources which will help them to tailor their lessons to the maturity and needs of their class. We will also draw on the expertise of people around us and invite visitors in to enhance our lessons.

Impact

Through our effective curriculum, our children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how to seek the support of others. Our children will apply their understanding of society interactions from the classroom to our wider community. By prioritising physical and mental health and wellbeing, our children will have the skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of the children around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress. This can be achieved by mitigating any social and emotional barriers to

learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent. This is achieved by raising aspirations and empowering them with the skills to overcome barriers they face. Our whole-school approach will positively impact wellbeing, safeguarding and SMSC outcomes. This will ensure that our children develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

1. This policy adheres to:

- Sex and Relationship Education Guidance DfES 2000,
- Draft Guidance – Relationships Education and Relationships and Sex Education (RSE) and Health Education, (Department for Education February 2019)
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013.
- Equality Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2020)
- Children and Social Work Act (2017)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

2. What is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Relationship Education in KMPS

Children will be taught:

- Characteristics of positive relationships
- What is relationship is, what is friendship, who can support them
- Children will learn about personal space, showing respect and understanding
- Appropriate and inappropriate physical contact
- Children will learn about positive relationships online
- Different types of family
- Children will be taught about positive emotional and mental wellbeing

4. Principles and Values

In addition, Kirk Merrington Primary School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness.
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views.
- We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others

- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances
(both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages
- understanding human sexuality, reproduction, gender identity, personal health, emotions and relationships
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

5. Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity
- have sufficient information and skills to protect themselves in a variety of situations
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary and know how the law applies to sexual relationships

6. Organisation and Content of Sex and Relationship Education

Kirk Merrington Primary School specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons.

Much of the Sex and Relationship Education takes place within PSHE lessons. There is some discreet teaching as is appropriate. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science in Y5 and 6.

The PSHE Programme and Science National Curriculum are taught in every year. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, the question may be dealt with individually at another time.

More expert or specialist teachers support class teachers who are uncomfortable with teaching certain parts of the curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills and attitudes.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

8. Right of Withdrawal of Students from Relationship and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education but parents do not have the right to withdraw their child from the Primary RSE curriculum. Parents are encouraged to discuss any concerns or questions with the Headteacher.

9. Confidentiality Controversial and Sensitive Issues

At the heart of this there is a focus on keeping children safe. School promotes an open forum where children can discuss potentially sensitive issues. Children will be made aware of how to raise concerns.

Should staff have any concerns they will be reported to Mrs Murray and Safeguarding procedures will be followed.

It should be made clear to pupils that all adults in school cannot offer unconditional confidentiality.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures (with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13' and the School's Safeguarding Policy.

10. Monitoring and Evaluation of PSHE and Sex and Relationship Education

It is the responsibility of the Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing body is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy and curriculum.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, CPD and delivery.

This policy has been adopted by the governing body and will be reviewed September 2024.

Appendix 1

Relationship Education

By the end of primary school:

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 marriage¹³ 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. <p>Online relationships</p>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very

	<p>different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • 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.

Appendix 2

Physical Health and wellbeing

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the rig
Internet Safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse,

	<p>trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body,

	<p>particularly from age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none">• about menstrual wellbeing including the key facts about the menstrual cycle.
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