

Limehurst Primary School



PSHE/RSE Policy

Approved by: Full Governing Body

Last Reviewed: Feb 2024

Next Review: Feb 2026

Limehurst Primary school **PSHE/RSE Policy 2024**

This policy reflects the aims and values of Limehurst Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation
- This policy will be available on our school website [Limehurst Primary and Nursery School](#)

The Importance of PSHE / RSE

Our personal, social and health education (PSHE) programme alongside our relationships, sex and health education (RSE) programme, promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed responsible citizens. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and health lives. This includes giving them all the skills they will need to survive in the modern world. This policy covers our school's approach and attitude towards PSHE and RSE. It is available on our school website and in printed form on request.

At Limehurst, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. At Limehurst our school statement **LIME** encourages children to be **Leaders** and lead by example, build on their **Independence**, we encourage children to be **Motivated** and to be **Empathetic** to all of those around them. Within our PSHE/RSE our LIME statement is embedded allowing children to become familiar what being a leader looks like, how being independent can support them on their learning journey, How being motivated can help them in both within school and beyond and how being empathetic is a key part of understanding those around us. In accordance with government guidance, the PSHE & RSE curriculum focus on developing personal attributes including kindness, integrity, generosity and honesty.

We incorporate our RSE into our science lessons, making sure all of our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives. According to government guidance, many schools are choosing to deliver RSE as part of timetabled PSHE programme which we do throughout the year when possible. As a school, we have tried to incorporate PSHE into as many of our subjects as possible to allow for children to see the links between what is discussed and the world around them. We primarily use science as our base for the RSE programme as we have found that this approach has worked extremely well when helping children to develop a strong understanding of the changes they will experience.

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children (see Expectations for Learning policy for more details)
- Prepares our children for the opportunities, responsibilities, and experience they will face in life

- Provides information about being healthy and safe: both emotionally and physically (See Safeguarding policy for details of how disclosures would be dealt with)
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

The curriculum is also planned in accordance with all relevant government guidance. We aim to meet the learning objectives as set out in the Relationships & Sex Education and Health Education (England) Regulations 2019.

Organisation/Provision

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time / lessons guided by our school scheme and other appropriate resources
- Teaching PSHE through other curriculum areas e.g. RE, Computing
- Circle Time sessions (KS1)
- Assembly program
- PSHE themed weeks & school events
- Pastoral care team
- Visiting speakers (both in class and assemblies) – See Engaging with external agencies for more detail
- Access to intervention where appropriate
- Mental health first aider (PSHE/RSE lead)

The curriculum is delivered by a variety of school staff including but not limited to class teachers, the pastoral team, senior leadership team and HLTAs. Where lessons are taught, these are done in line with the professional standards for those staff (see professional conduct policy.) When appropriate opportunities are available, the curriculum will be supplemented by visitors and other external agencies to give children the highest quality provision available. It is important that visitors and external agencies do not take over this provision, and that a classroom teacher delivers as much content as possible, to highlight that PSHE and RSE are things we can talk about at school. Furthermore, class teachers know their children, and will be best placed to support additional needs, or scaffold difficult and sensitive topics which may make a child feel vulnerable. Where possible, a class teacher should be the lead provider of PSHE and RSE lessons.

At our school, we take a whole school health and wellbeing approach to scaffold our PSHE and RSE learning. This is supplemented with up to date resources for more difficult issues e.g. PREVENT, bullying, racism, homophobia, islamophobia. This list is not exhaustive of the issues which will be covered in the curriculum. Within lessons, we also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and celebration of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment. We also cover all nine protected characteristics as listed in the Equality Act 2010.

Our curriculum provides structured lessons for each year group. The curriculum is adapted by teachers to suit their class needs and to ensure age appropriateness. The curriculum is progressive throughout school, showing a development in knowledge from Year 1 to Year 6. It also meets the needs set out in the RSE government guidance.

PSHE is planned on a 2-year cycle adopting a thematic approach allowing children to build on prior knowledge each year, ensuring they become familiar with each unit and ensuring growth and confidence as they progress through PSHE/RSE learning journey. The PSHE is split in to three units: Relationships, The Wider World and Health and Wellbeing. Each unit covers a variety of topics including all of objectives set out in the Relationships & Sex Education and Health Education (England) Regulations 2019.

To ensure routine and familiarity with each unit, each unit is done during the same term: Autumn term – Relationships; Spring term – The Wider World and Summer term – Health and Wellbeing. The teaching order of each unit has been thoroughly thoughtout, ensuring that we meet the needs of the children. We approach Relationships first as this allows teachers and children to ensure children are aware of the expectations set within each year group, help children understand relationships and friendships within new classes and key stages and also allow teachers to familiarise themselves with the pupils in their class and their needs. Spring term allows children to learn more about the Wider World and the environment around them. The final term is for Health and Wellbeing. By placing this unit at the end of the school year, we allow discussions and opportunities for the children to learn skills and strategies to manage their mental and physical health as they head into the new school year whether that is here at Limehurst or on to a new learning journey as they head in to secondary school.

Each unit is planned with age appropriate materials which have been approved by the school and consulted on with parents. This means lessons are differentiated for all pupils including those with EAL and SEND needs, to create an accessible curriculum for all. Activities are planned taking into consideration the needs of each individual class. All pupils regardless of their needs must be a part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with peers. Where possible, all pupils take part in PSHE, RSE & Health lessons within school.

Relationships In School

Relationships at Limehurst community primary school are based on an atmosphere of trust, care and respect for everyone. This attitude is reflected amongst our students, staff and is also expected of visitors. The ethos of our school reflects this. Children are encouraged to develop good relationships with their peers and all staff. Everyone is responsible for their own behaviour. All staff provide good role models for children and work hard to promote a safe, happy environment. The school has an active elected school council comprising of two children from each class, elected to represent the class views. They are also supported by a variety of their peers, selected for their behaviour and attitude within school to support with events. We also have sports leaders who are trusted members of the year 4 and year 6 and are there to help support children in games and playtime during morning break and lunchtime. Alongside this, we give year 6 children the opportunity to take on responsible roles within school with our School Prefect system. This allows children to set a good example, develop further understanding of rules and responsibility and also ensure peer trust and respect. Children are also encouraged to take part in Circle Time sessions in class (primarily KS1), further developing their relationship with their peers and class teachers. Circle Time is a safe, conversational space where any concerns can be discussed openly. Circle Time is also a safe space for children to ask questions. Open discussion is also encouraged in KS2 during lessons to ensure a safe and comfortable environment for children to be inquisitive and sensitive to others.

Assemblies & Whole School Celebrations

Throughout the school year, we incorporate our PSHE & RSE into our assemblies. We have an assembly on a Friday led by school leadership, where we reward positive behaviour within school and also discuss key topics, celebrations, and themes. All assemblies aim to tackle and cover issues which are important to the children. We also make an effort to instil British Values through taking part in a variety of celebrations e.g. Children In Need, Red Nose Day, Armistice Day etc. Our assemblies are non-denominational, celebrating all religions at appropriate times of year. This includes inviting a variety of religious leaders into our assemblies, to meet the needs of the wider RE curriculum and to expose our children to a variety of religions. Our assemblies are also mapped to the RSE curriculum, to ensure full coverage of the statutory objectives. We also have themed weeks within school, encouraging children to bring our PSHE & RSE out of the classroom and into the wider world e.g. Peace Week, Anti-Bullying Week, Anti-Hate week, Enterprise Week etc. We also include visitors from the wider community to reinforce our messages e.g. local religious leaders, charity organisations, local businessmen, politicians and other professionals. To link with this, trips are arranged where possible to further reinforce our PSHE & RSE messages.

The Curriculum & Equalities Education

During PSHE & RSE lessons, a variety of topics are covered. These include cross curricular themes such as healthy bodies (Science), E-Safety (Computing), Racism, LGBTQ+, equality and other important topics are approached in our Literacy curriculum with our extensive library of books, tolerance and respect (RE), the effect of activity on our bodies (PE), money awareness (Maths) and many others. Where possible PSHE & RSE Education is made cross curricular, tapping into other areas of the National Curriculum to develop a child's wider understanding. We also try to link PSHE lessons to the topic where possible.

We also cover more sensitive worldwide issues such as terrorism, mental health and personal wellbeing. During these types of topics, disclosures are possible and staff are trained on the process they must follow in school (see safeguarding policy).

When planning the curriculum, a good understanding of the backgrounds of pupils will be taken into account e.g. faith backgrounds. Positive relationships between school and local communities will help to shape and evolve teaching, and create a constructive context for teaching within PSHE & RSE.

When teaching all these subjects, the topics that are included in core content will need to be appropriately handled, whilst still ensuring that school complies with the relevant provision of the Equality Act 2010. At Limehurst, as a community school, we choose not to teach RSE/PSHE in line with one religion/faith, but will include it in appropriate lessons. We follow the Oldham syllabus for RE, covering a wide variety of questions separate to PSHE/RSE. Discussion within RSE/PSHE is always encouraged, and children will be asked to consider their own beliefs when discussing topics.

Religious teachings are also covered separately in RE lessons taught in line with the Oldham syllabus. Teaching in PSHE/ RSE will reflect British Values and the law, to allow young people to clearly understand what the law allows and does not allow, and the wider legal implications of the decisions they make. It is an expectations of OFSTED that children will have learnt about all aspects covered in the equality act, and children may be questioned by inspectors on their learning. Teaching will also cover all statutory elements as listed in the National Curriculum, and other relevant guidance. Lessons will be taught by adults observing professional behaviour at all times.

As part of the PSHE & RSE we have a duty to discuss all nine protected characteristics in the Equality Act 2010. These are age, disability, chosen gender, marriage/civil partnership, race, religion/belief, biological sex, sexual orientation and pregnancy/maternity. Under this provision, schools cannot discriminate against pupils, staff or visitors due to these characteristics. Legally, schools also cannot allow discrimination by anyone on school premises to happen without consequence. This is detailed within the school Equality policy. Schools are encouraged to take positive actions, to deal with particular issues within the school environment, including ways to foster healthy relationships between peers. We weave these discussions into our PSHE/RSE lessons, teaching them as part of our wider curriculum rather than as discrete lessons. We also cover topics such as anti-bullying, racism, terrorism, discrimination, online safety and safeguarding, as detailed in their own individual policies. These are also covered using the Equality Act to ensure everyone is included in the discussions.

Teaching within these areas such be integrated into the wider curriculum and not just taught as stand-alone aspects. As a school we will look to use lesson plans and resources which are age appropriate from a variety of sources including but not exclusively from external agencies, charities, the council, the government and those of our own creation. Teachers will use their professional judgement when using resources not created by school, and seek advice where they are unsure. Teaching will focus around mutual respect and acceptance of other people's choices, lifestyles and challenges. Pupils will be encouraged to use the correct language when referring to different types of people when the topics are discussed. Pupils will also be encouraged to take part in whole school events linked to the equality strands as part of the wider assembly program e.g. LGBTQ+, History month, Black History Month, Anti-Hate Week, Schools Diversity Week, Disability Awareness days. It is expected that all children will have a cohesive, consistent and clear education linked to the nine equalities strands.

Mental Wellbeing

At Limehurst Community Primary School, we acknowledge that physical health and mental wellbeing are interlinked, and aim to teach pupils the importance of looking after both their physical health and mental wellbeing. Pupils are encouraged to look after themselves and self-regulate their behaviours.

They are taught strategies to do this and given time to apply these strategies. Mental health and wellbeing is overseen by the pastoral team and the member of staff in charge of wellbeing. We also have a mental health first aider who has been trained to help support any children who show a need for further mental health support. As part of looking after mental wellbeing, class teachers are encouraged to base lessons on any national and world wide events e.g. Children's Mental Health Week. Where it is not possible, assemblies will be used to discuss any important themes. Staff are aware of the policies specific to mental health in school, and include these in planning their RSE lessons and PSHE lessons. Assemblies will also work towards promoting positive mental health. Effective teaching within school across all avenues, aims to reduce the stigma attached to health issues including mental wellbeing. They should also encourage pupils to seek support and advice as they need it. Mental wellbeing should also be a consideration when teaching about puberty, due to increase emotional strain. Both male and female pupils should be prepared and supported through the changes they will experience.

Assessment and Recording

Children are informally and formally assessed by staff throughout their PSHE/RSE learning. During sessions, a variety of assessment methods will be used to create the widest picture of each child's understanding. The children are encouraged to reflect on their ideas and work, to become more independent and reflective learners. Recording of work in lessons will be in a form appropriate to the planned focus and will be shown in teacher planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. Wherever possible, PSHE & RSE Education should be a discussion based, practical and interactive lesson, encouraging children to develop their own views of the wider world through games, discussions, practical activities and songs. Skills are progressive throughout school, showing the development in knowledge from Year 1 to Year 6. Staff will record and monitor children's progress of any science based RSE lessons using the school assessment data collection documents. Children will be assessed against the statements provided to class teachers for each unit, with an overall judgement being made each half term for where the child should be put. A full overview of what is expected of children by the end of Primary School, is included at the end of this document.

Engaging with External Agencies

At Limehurst Community School, we engage with a variety of external agencies and visitors to support and further enhance our curriculum. They are a valuable resource to further expand our children's knowledge, and expose them to a variety of topics which staff may not be the experts in. External agencies should never replace a class teacher, and all content should be introduced or followed up with class teachers / school staff. Similarly, assemblies are led by school staff as well as external agencies and visitors, to reinforce that children can talk to staff in school about anything. All external agencies and visitors are thoroughly screened before they are invited into school, to ensure the safety and safeguarding of pupils while they are in school. No visitor or external agency, is left alone with a class or group of pupils, to ensure the children are safeguarded. For further information on Safeguarding, see the Safeguarding policy. Where possible and practical, parents will be consulted before external agencies are invited in. Parents are always informed when an external agency is visiting school via the newsletter.

Relationships, Sex and Health Education (RSE)

Limehurst Community Primary School recognise that as a school, we have a legal responsibility under the Relationships and Sex Education and Health Education (England) Regulations 2019, to provide comprehensive and inclusive relationships, sex and health education to pupils. Relationships education is defined as education to teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It should include also include learning about the emotional, social and physical aspects of growing up, enabling pupils to become fully functioning well rounded young adults. It is important that as part of this education, children know the correct names for the parts of their bodies, as well as the different functions of their bodies, and feel reassured that it is natural to be curious about their bodies. The knowledge they will gain as part of this education will support their

wellbeing and attainment in the future, and prepare them for the RSE curriculum at secondary school. The aim of RSE is to prepare children for the wider world, allowing them to discuss in a safe environment a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focuses of the curriculum are relationships and health education, rather than sex education.

At Limehurst Community Primary School, lessons are planned using a variety of resources, ensuring that they cover the aspects required in the RSE Government Guidance 2019. We consider RSE to be part of the wider school curriculum, which should be taught to all year groups in an age appropriate manner. RSE teaching should complement other National Curriculum subjects, and not be taught in isolation. It should also be taught as cross curricular, linking appropriate topics to appropriate subjects e.g. Computing, PSHE, PE, RE and Science.

As part of RSE, children may ask difficult questions. It is imperative that children feel safe to ask these questions. It is important that all questions are handled respectfully, to avoid children accessing alternative sources for answers e.g. the internet, which may leave them uninformed or open to inappropriate sources of information. Avoiding questions also build unnecessary barriers between learners and teacher. It can sometimes also give the children the impression they have done something wrong by asking a question. Questions should be seen as a positive thing during PSHE & RSE lessons. Adults will exercise their professional judgement when answering questions, seeking advice where they are unsure, and directing any potential safeguarding concerns which may arise due to difficult questions to the correct individuals (the safeguarding lead). Adults will also exercise their judgement as to whether a question is appropriate to answer as a whole year group, or on a one to one basis. If a question is asked which isn't necessarily suitable for the entire class, the question will still be acknowledged, but answered privately. Where questions raise concerns, these will be logged with the relevant safeguarding lead. If appropriate, parents will also be informed. Please see the Safeguarding policy for more information on how disclosures and safeguarding concerns will be dealt with. We aim to, through tackling questions which may be particularly difficult for children to ask, remove the stigma surrounding some areas of PSHE & RSE. All questions will be answered honestly, openly, scientifically and factually, avoiding personal beliefs. If a member of staff feels a personal belief would help explain a situation, they should frame their answer making it clear it is a belief, not a fact.

Parental Involvement in RSHE

Parents will be given every opportunity to understand the purpose and content of RSE. It is important for parents to understand the importance of RSE on their child's wellbeing, and the role it plays in keeping them safe. As part of our RSE curriculum, some year groups take part in RSE sessions run by external visitors, supported by their teachers. These may include sessions where they learn about the changes that will affect their bodies during puberty as well as how to look after their bodies. These are organised by class teachers with their class dynamic in mind. Some sessions will be run mixed gendered, and others single gendered at the discretion of the class teacher.

Parents are always kept informed prior to these sessions via letter. They are also invited to come in and ask questions ahead of talks to help ease any concerns. Parents will be supported by school in talking to their children about what is being taught if they request it. Parent surveys / parent voice is also conducted on a regular basis, to canvas and collect the views of parents, to ensure that as a school we are aware of any concerns or questions from our school community.

As part of the RSE curriculum, lessons are planned covering emotional and physical development, tailored to their age and physical / emotional maturity. These will ensure both boys and girls are prepared for the changes that adolescence will bring, drawing on all statutory knowledge which has been taught prior. Girls should specifically be taught about menstruation, to help them through a potentially confusing and alarming time. It is important to recognise that menstruation is happening to younger and younger pupils. Pupils should be taught the key facts about the menstrual cycle, including the average length, range of products available and the implications for emotional and physical health. Menstruation supplies are also available in school to girls, and this will be highlighted when appropriate in lessons.

While menstruation education is important for girls, boys must also be taught the facts surrounding menstruation, to continue to remove the stigma attached to a healthy biological function.

Right to Withdraw

Under the RSE and Health Education guidance 2020, RSE education is statutory, meaning that in primary school, children cannot be withdrawn from any aspect of relationship or health education, as this is seen as vital to developing them as well rounded human beings. A full and comprehensive list of the topics which are covered as part of RSE are detailed in the Sex, Relationships and Health Education Policy.

Children cannot be withdrawn from any aspect of the RSE which falls within the statutory National Curriculum. This includes any topic which falls in both the RSE Curriculum as well as the Science curriculum e.g. puberty, changes to human bodies as you age, the biological naming of body parts and reproduction. Children also cannot be withdrawn from any aspect of the RSE which falls within other statutory National Curriculum subjects e.g. E-Safety. Parents do not have the right to withdraw their children from equalities education, as under the Equality Act schools have a duty to ensure they are eliminating unlawful discrimination, harassment and victimisation. They also have a duty to ensure the advancement equality of opportunity. Finally, they should be fostering good relationships between all communities.

Parents do have a right to withdraw their children from RSE taught outside of these parameters e.g. Sex Education. At Limehurst Community primary school, none of the content planned at present falls outside of the parameters of compulsory relationships and health education within primary. Puberty education, including correctly naming the parts of the body, falls into the statutory Health Education curriculum as well as the Science curriculum. Equalities teachings e.g. LGBT+, discrimination, sexism, are part of statutory Relationships Education.

If a withdrawal is requested, consultation with the head teacher would be required, whereby the nature and purpose of the curriculum would be clarified. Parents also have the responsibility to provide an alternative RSE curriculum if they do withdraw their child from lessons which fall outside of the statutory RSE curriculum.

Policy Review

This policy was written in the academic year 2023/2024 by the PSHE co-ordinator and approved by governors. It will be reviewed in the academic year 2026. This is to ensure the policy accurately reflects the attitudes and belief of the school, and remains up to date with current guidance from the Government and DFE. Any major policy changes will involve parental and staff consultation.