



Beckstone Primary **School**

PSHE Policy (including RSE)



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Statement of intent

Beckstone Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

PSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Supporting in talking with parents and carers who wish to withdraw a child from sex education.

The PSHE subject leader is responsible for:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE. Aims and structure of the PSHE curriculum
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PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with

opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our PSHE curriculum aims to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

3. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

4. Curriculum Organisation

The PSHE programme of study covers the following topics:

- Family and relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Y6 only)

Each area is revisited in increasing depth every year

PSHE content is delivered primarily through Kapow Primary RSE/PSHE scheme of work which covers Relationships and Health Education statutory guidance (as set out by the Department for

Education), including the non-statutory sex education. It also covers wider PSHE learning in line with the requirement of the National Curriculum.

The scheme aims to give children the knowledge, skills and attitudes they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make informed choices around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident and healthy individuals and active members of society. Children's learning through this scheme will significantly contribute to their personal development and promotes the four fundamental British values.

The school uses direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy. Kapow is used to deliver this content alongside the Real Love Rocks programme in Y6 and Kidsafe which is delivered across school from Reception to Y6.

As the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning

5. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum builds on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods included in our scheme of work.

6. Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The PSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

7. Right to withdraw from sex education*

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The suggested Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

Real Love Rocks lessons: in Year 6

An age-appropriate, fun and interactive experience as children expand their knowledge, understanding and confidence around what it means to build and maintain safe and healthy relationships.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents and carers will be informed about sex education during the Curriculum Evening in the academic year prior to entry into Year 6
- Parents /carers should contact school by phone or email.
- They should contact Debbie Cook, Education Support Manager
- There will always be an opportunity for a meeting to discuss concerns, view resources and discuss the impact on the children missing sex education lessons.
- The withdrawal request will be logged on CPOMS so teaching staff are aware.
- During the sex education lessons, education will be provided in an alternative class in school

8. Monitoring

The headteacher and subject leader will be responsible for monitoring and evaluating PSHE in line with other subjects.

9. Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

10. Communication of policy

This PSHE/RSE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

11. Review

This policy will be reviewed every three years.

Parental form: Withdrawal from Sex Education within Relationships and Sex Education(RSE)

To be completed by Parent/Carer	
Name of child:	Year group:
Name of parent/carer:	Date:
Reason for withdrawing child from the sex education element of RSE:	
Any other information you would like the school to consider:	
I understand that, although I am withdrawing my child from sex education lessons, there is a possibility that they may hear about the lesson content from their peers. Parent/Carer signature:	

To be completed by School
Agreed actions from discussion with Parent/Carer: