West Green Primary School

PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) policy

Reviewed on:	July 2025
Next Review:	July 2027
Staff Responsibility	SLT
Governor responsibility	FGB
Signed by Chair	*Tim Sparrow*

Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) policy

Aims

At West Green Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE compliments the Christopher Winter Project for RSE and Drugs/Alcohol Education programme that we deliver in the Summer term. PSHE also flows through all other curriculum areas.

Under the guidance issued by the DfE, Relationships Education at primary school has been compulsory since September 2020.

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at West Green are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships,
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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Statutory requirements

At West Green Primary School, we teach PSHE and RSE as set out in this policy.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils since September 2020. It is also compulsory for all schools to teach Health Education since this date. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At West Green, we are committed to retaining our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Policy development

This current policy was developed in consultation with staff, pupils as well as parents and carers. (Summer term 2020)

The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation –school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
4. Ratification – the draft policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.
5. Parent/carer consultation – the draft policy and schemes of work were shared with parents/carers. An online parental survey was run to gather views on the policy and parents/carers' feedback on the school's teaching of RSE and experiences so far. Survey results were circulated to governors, SLT and RSE lead. No changes were deemed necessary to the policy itself, however, feedback on improved communications and sensitivity with regard to certain topics were taken on board for future lessons. The policy was then ratified again by Governors.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

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At West Green, we have developed our own PSHE scheme of work for Years 1-6 based on resources from Twinkl (Reception run their PSHE teaching through the Early Years Curriculum), which incorporates the Christopher Winter Project RSE and Drugs and Alcohol lessons and resources. These lessons are based around a theme which changes half-termly. Reception-Year 6 will use the CWP for RSE lessons.

At West Green, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT+ relationships, which is delivered at West Green, for example, through teaching about different types of family, including those with same-sex parents/carers.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of adaptation needed, and in some cases the content or delivery will also have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievements.

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE and 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/carers wish them to be withdrawn from the [non- statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat

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others with respect and sensitivity.

Parents'/Carers' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents/carers may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents/carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Share RSE lesson content information through video, sharing resources, emailing all families and hosting coffee mornings to view resources with the headteacher where any questions can be shared.
- Inform parents/carers in advance as to which days their child(ren)'s RSE lessons will take place.

We have committed to retain parents'/carers' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent/carer wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents/carers should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be made to the head teacher. A note of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents/carers and take appropriate action.

Pupils who are withdrawn from these lessons will be asked to work in another class for the duration of the lesson.

Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by SLT through: Lesson observations, learning walks, feedback from staff and children.

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

This policy will be reviewed every two years.

At every review, the policy will be approved by the governing body and head teacher.

Date: July 2025

Review: July 2027

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PSHE Whole School Curriculum

PSHE is taught on a 2-year cycle and every two years, the themes are repeated but developed to an age-appropriate level.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	PSHE teaching is in line with the Early Years Curriculum	Be Yourself	TEAM	Be Yourself	TEAM	Be Yourself	TEAM
Aut 2		Safety First	Think Positive	Safety First	Think Positive	Safety First	Think Positive
Spr 1		Diverse Britain	Money Matters,	Diverse Britain	Money Matters,	Diverse Britain	Money Matters,
Spr 2		VIPs	Digital Wellbeing	VIPs	Digital Wellbeing	VIPs	Digital Wellbeing
Sum 1		It's My Body,	Growing Up	It's My Body,	Growing Up	It's My Body,	Growing Up
Sum 2		One World	Aiming High	One World	Aiming High	One World	Aiming High

Reception: Our Lives

Lesson 1: Our Day
Lesson 2: Keeping Ourselves Clean
Lesson 3: Families

Year 1: Growing and Caring for Others

Lesson 1: Keeping Clean
Lesson 2: Growing and Changing
Lesson 3: Families and Care

Year 2: Differences

Lesson 1: Differences: Boys & Girls
Lesson 2: Differences: Male and Female
Lesson 3: Naming the Body Parts

Year 3: Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female
Lesson 2: Personal Space
Lesson 3: Family Differences

Year 4: Growing Up

Lesson 1: Growing and Changing
Lesson 2: What is Puberty?
Lesson 3: Puberty Changes and Reproduction

Year 5: Puberty

Lesson 1: Talking About Puberty
Lesson 2: Male and Female Changes
Lesson 3: Puberty and Hygiene

Year 6: Puberty, Relationships and Reproduction

Lesson 1: Puberty and Reproduction
Lesson 2: Understanding Relationships
Lesson 3: Conception and Pregnancy
Lesson 4: Communicating in Relationships

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