



Fairburn View Primary School

PSHE and RSE Policy

October 2023

Signed by: _____

Chair of Governors

Review Date:

How this Policy was developed

This policy was written by Mrs Lauren Blewett and developed in consultation with parents, teachers and other school staff, governors and the pupils at Fairburn View Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

The consultation and policy development process involved the following steps:

- Review – Mrs Blewett and SLT pulled together all relevant information including relevant national and local guidance
- Staff and governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to complete a questionnaire to share their views on the RSE policy and curriculum
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared at the full Governing Body Meeting and ratified.

Statutory Requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Fairburn View Primary acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision. At Fairburn View we teach PSHE and RSE (Relationships & Sex Education) as set out in this policy.

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and

emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others; • Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education, including Relationships Education, is provided and who is responsible for this

At Fairburn View Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Pupils are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs Lauren Blewett, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs. Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are

increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF pre and post unit assessments, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. The pre and post unit assessments enable both teachers and children to see the progress that has been made over the course of each half-termly unit of lesson plans. For each unit there is a specially designed pre and post-unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling teachers to monitor progress, record key points and identify areas for further development.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Respect:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. We may sometimes invite visitors including School Nursing and SCARF educators to support the teaching and delivery of our PSHE education alongside the SCARF lessons.

How PSHE education, including Relationships and Sex Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box (Ask It Basket). Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the school's safeguarding procedures and policy which can be found on our school website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Learning Mentor, Mrs Helen Laird, where needed. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library. Mrs Patricia Rowett will also work alongside staff to identify any pupils who may need external agency support e.g. Future in Mind support.

How PSHE education is monitored, evaluated and assessed

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

Monitoring and evaluation take place in the following ways:

- The subject leader along with SLT will complete a 'deep dive' with their subject once a year and complete a subject evaluation form.

•Subject leader will monitor the implementation of the progression map through monitoring of the online journal SeeSaw.

•The SLT plus the subject leader will monitor PSHE planning each half-term. The subject leader is responsible for overseeing PSHE across school.

How the delivery of the content will be made accessible to all pupils

It is not our 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 achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together, where appropriate, about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Pupils with Special Needs

We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary. At Fairburn View, we feel passionately about adaptive teaching for all pupils Children with barriers to learning, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of

the Early Years Foundation Stage Curriculum / National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

Provision across school for children with Special Educational Needs to be used as and when required.

Area of need	All pupils where appropriate	Pupils at wave 2 interventions	Pupils at SEN Support
Cognition and Learning	Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames. Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback	Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA. Pre teaching Memory Training	Intense English or Numeracy support. Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games
	Focused group work with TA's e.g. Guided Reading.	Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics	Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe
Communication and Language	Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener	Specific teaching of individual targets In class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills	SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention(Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy
Emotional, Behavioural and Social	Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance	Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me	Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, SULP Boxall Profile Bereavement, loss, transition support
Sensory and Physical	Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan Lift	Specific teaching of individual targets Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag	Specific teaching of individual targets Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan It's in a bag / It's in a little bag Movement and Handling plans Adapted Keyboards

			Writing slopes Hoist, Specialist toileting seat Standing frames, Functional seating Floor sitter, Bench Balance cushions
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Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home and on year group class Facebook pages. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office. Should further information about PSHE education be required, please contact the PSHE education lead Mrs Lauren Blewett.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

This policy should be read in conjunction with the following:

- Safeguarding Policy
- E-safeguarding Policy
- Anti-bullying policy
- Equality and Diversity Policy

DfE 'Keeping children safe in education' (2022)

Safeguarding

Through the teaching of RSE, discussions may arise which are of a sensitive nature and should that happen, our teachers will follow safeguarding procedures. For example: if a question prompts conversations about themes which are inappropriate such as: sexual abuse, inappropriate disclosures, or topics which seem too old for the pupils, we will record concerns on CPOMS in order for our safeguarding team to be alerted and take action where necessary. See our safeguarding policy for further information.