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Article 16: Every child has the right to privacy.



RHE and PSHE Policy

St.Wilfrid's Catholic Primary School



Approved by: St.Wilfrid's Local Governing Body **Date:** 1st March 2022

Last reviewed on: February 2022

Next review due by: February 2023



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

Background Information:

St Wilfrid's Catholic school is a two-form entry school with 420 children on roll. At present 24% of our children are catholic. The school is located on the Firs and Bromford estate in the Hodge Hill ward of Birmingham. 76.3% of our children are from Hodge Hill which is within the parish of St Wilfrid's. This is an area of high deprivation and challenging socio - economic factors. High percentages of our families live in the most deprived areas for income, education, skills and training, employment and living environment. In addition, the prevalence of obesity in Hodge Hill constituency is higher than the Birmingham average for 4-5 year olds (11.9%) and for 10-11 year olds (27.5%), achievement in Hodge Hill constituency is lower than both the England and Birmingham averages and teenage and young peoples' risk of involvement in crime, anti-social behaviour, substance misuse and dislocation from education and employment is identified as being at its highest.

Policy Development:

This policy has been developed following a series of consultations with parents/ carers and staff. The policy has been written taking into consideration pupils views and ensuring it meets the needs of all our pupils.

Aims:

At St Wilfrid's Catholic 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 links directly to the RSE. PSHE also flows through all other curriculum areas. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. 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 St Wilfrid's 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.

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- 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 the lives of 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.
- Teach pupils the correct vocabulary to describe their bodies.

Statutory requirements:

At St Wilfrid's Catholic Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils and it will be statutory for schools to deliver Relationships Education in primary schools, and schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings. Health Education will also be made statutory from 2020 which covers the key facts about puberty and the changing adolescent body. 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. Our Mission Statement promotes: belonging to a caring, sharing community which promotes learning through respect and love for all through our shared Catholic faith. Therefore, all RSE learning adhere to the teachings of the Catholic Church under the guidance of the Archdiocese of Birmingham.

Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful relationships and staying

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safe both on and offline. Some aspects are taught in science, and others are taught as part of PSHE.

Delivery of PSHE and RSE:

RSE is taught within PSHE and some biological aspects of sex education are taught within the science curriculum. At St Wilfrid's we use an online teacher resources called SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) which provides a whole-school approach to building these essential foundations - crucial for children to achieve their best, academically and socially. It is mapped to the PSHE Association programmes of study and it helps to promote behaviour, safety, achievement and wellbeing. The PSHE program is split into suggested half termly units and covers the following of topics which some relate to RSE.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me and my relationships (trusted adults, feelings)	Valuing difference (friendships, respect, differences)	Keeping myself safe (Keeping body safe, online safety, safe and unsafe touch)	Rights and responsibilities (caring for world, money, being helpful)	Being my best (healthy lifestyle)	Growing and changing (life stages, body parts, differences between girls and boys).
Year 1	Me and my relationships (feelings, emotions, conflicts, resolutions, friendships)	Valuing difference (British value focus, tolerance, bullying, safeguarding, respect, caring)	Keeping myself safe (aspects of relationship education, healthy lifestyle, relationships, feelings, medicines, illness, consent (good and bad touch))	Rights and responsibilities (money, personal hygiene living in the wider world, environment)	Being my best (keeping healthy, growth mind set, goal setting, achievement)	Growing and changing (includes RSE related issues, body parts, growing and changing, privacy, safe guarding)
Year 2	Me and my relationships (feelings, emotions, conflicts, resolutions, friendships)	Valuing difference (British value focus, diversity, support networks tolerance, bullying, safeguarding, respect, caring)	Keeping myself safe (aspects of relationship education, safeguarding, medicines, appropriate touch, privacy, secrets, body parts)	Rights and responsibilities (environment, respect, cooperation, feelings, safeguarding, community, saving, responsibility, money)	Being my best (growth mind set, resilience, aspirations, healthy lifestyle, hygiene, viruses, illness, physical activity, body parts)	Growing and changing (includes RSE related issues, teamwork, cooperation, loss, feelings, resilience, change, growing, body parts, body image, life cycles, privacy, first aid).

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Year 3	Me and my relationships (feelings, emotions, conflicts, resolutions, friendships, democracy, laws, bereavement, change, teamwork, dares, risk)	Valuing difference (British value focus, friendship, diversity, respect, stereotypes, tolerance, family, bullying, relationships, racism, self-esteem)	Keeping myself safe (internet safety, drugs, relationships, safety, support network, risk-taking, drugs, alcohol, smoking, body parts, media, resilience)	Rights and responsibilities (environment, community, well-being, safeguarding, safety, money, saving, responsibility)	Being my best (growth mindset, healthy eating, healthy lifestyle, hygiene, medicine, viruses, illness, Tolerance, respect, body image, media influence, aspirations, achievement)	Growing and changing (includes RSE related issues, emotional needs, trust, relationships, appropriate touch, secrets, body changes, personal hygiene, first aid)
Year 4	Me and my relationships (feelings, emotions, conflicts, resolutions, friendships, bullying, communication, teamwork, emotional health, media)	Valuing difference (British value focus, diversity, tolerance, appropriate touch, safeguarding, bullying, communication, friendship, identity, media)	Keeping myself safe (internet safety, drugs, relationships, safety, risk-taking, assertiveness, medicines, social norms, influences, prejudice, self-esteem)	Rights and responsibilities (environment, community, well-being, safeguarding, safety, money, saving, responsibility, rules, laws, media influence, bullying, taxes)	Being my best (growth mindset, healthy lifestyle, talents, diversity, achievement, rules and laws, diversity, respect, recycling, environment, community, first aid)	Growing and changing (includes RSE related issues, change, loss, feelings, relationships, emotional needs, puberty, reproduction, body parts, growing and changing, life cycles, periods, menstruation, secrets, communication, decision making)
Year 5	Me and my relationships (feelings, emotions, conflicts, resolutions, friendships, cooperation, self-esteem, respect, communication, media influence, dares, assertiveness, smoking, social norms, internet safety)	Valuing difference (British value, friendships, self-esteem, respect, tolerance, racism, discrimination, bullying, caring)	Keeping myself safe (internet safety, drugs, relationships, drugs, smoking, aspirations, risk-taking, resilience, dares, standing up for yourself, peer influence, media influence, decision making)	Rights and responsibilities (environment, community rights, safety, money, saving, responsibility, rules, laws, media influence, taxes, council)	Being my best (keeping healthy, growth mind set, goal setting, achievement, wellbeing, alcohol, smoking, drugs, body parts, talents, aspirations, self-esteem, community, independence, risk-taking, being yourself, body image, media influence, first aid)	Growing and changing (includes RSE related issues, bullying, resilience, feelings, seeking help, appropriate touch, reproduction, body parts, feelings, puberty, body image, emotions, wet dreams, positive relationships, peer influence, secrets, stereotypes)

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Year 6	Me and my relationships (feelings, emotions, conflicts, resolutions, friendships, teamwork, cooperation, assertiveness, respect, emotional needs, bullying, forced marriage, arranged marriage, marriage, law diversity, FGM, inappropriate touch, safeguarding, internet safety)	Valuing difference (British value, respect, tolerance, diversity, being different, keeping safe, tolerance, respect, racism, community, positive relationships, self-esteem, decision making, stereotypes, media influence, bullying, gender expectations)	Keeping myself safe (internet safety, drugs, relationships, drugs, smoking, decision emotional needs, law, bullying, medicines, sexting, social norms, independence, responsibility, growing and changing)	Rights and responsibilities (money, living in the wider world, environment, media influence, stereotypes, social media, peer influence, emotional needs, bullying, saving, jobs, taxes, citizenship, community, responsibility, laws, democracy)	Being my best (keeping healthy, growth mind set, goal setting, achievement, wellbeing, mental health, aspirations, self-esteem, responsibility, risk taking, alcohol, social norms, safety, first aid)	Growing and changing (includes RSE related issues, dealing with change, responsibility, body image, being yourself, media influence, growing and changing, bullying, peer pressure, body parts, puberty, periods, menstruation, secrets, reproduction, conception, birth, pregnancy)
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All RSE teaching will be appropriate to the age, needs and experience of each child at St. Wilfrid's, using a sensitive approach which will recognise special needs, gender and culture issues. The following of issues will not be discussed with the children:

contraception, abortion, homosexuality, masturbation and sexually transmitted diseases.

In Y5 and Y6 the children will take part in RSE workshops with expert educators from SCARF and they are experienced in discussing sensitive issues in an age-appropriate way. The boys and girls will be taught separately for these workshops and parents are invited to attend a "parent workshop" to discuss the content and discuss any questions they may have regarding the content and delivery.

Y5- Time for change:

Children will:

Explore what the term puberty means.

Understand that everyone is unique and feels a sense of worth.

Understand that puberty involves physical, emotional and physiological changes. Recognise the names of female and male reproductive organs, and begin to understand their function.

Identify ways girls and boys change during puberty including physical changes and possible emotional changes

Understand that emotions are affected by hormonal changes and these can be confusing at first.

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Understand the term 'menstruation' and know that this starts during puberty for girls but that different girls start at different ages.

Develop resilience to deal with situations they may face as they reach puberty.

Y6- Growing and Changing and keeping safe:

Children will:

Learn the correct terminology for reproductive organs.

Know how sexual reproduction occurs between humans to create families.

Know when to share information and when to keep it private.

Reflect on and reinforce key information around privacy (in relation to their body).

Teaching Methods:

The way that RSE is taught is as important as the content. Children need to feel confident and safe enough to talk about the things that worry them. Teachers will use a variety of methods and resources; videos, role play, group work, circle time, research discussion with small and large groups. A "Question Box" will be available during all PSHE lessons so that children can ask questions anonymously. Staff will review the content and make a decision on how each question will be addressed.

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 differentiation needed, and in some cases the content or delivery will have to be adapted.

Working with Parents:

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 supportive relationship with the parents 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 may have about the RSE/PSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school.

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. We have committed to a retain parents' 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 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 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 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. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons

Confidentiality:

Pupils will be informed that 100% confidentiality cannot be assured. For suspected child protection concerns the school will follow the LEA policy and procedure.

Use of outside visitors:

School will follow LA guidelines and will contact LA/HEU teams if in any doubt about the suitability of any programmes.

Pubertal Provision:

- Sanitary disposal units are available for use in the Y5/6 girls toilets.
- Supplies of sanitary protection will be available from the Y6 classroom. Children will be able to speak to any member of staff they feel comfortable with to access supplies.

All male teachers will refer to a female member of staff.

Staff Training:

Effective RSE is based on teachers who feel confident and skilled to deliver this sensitive part of the curriculum and therefore the school will ensure that staff are offered appropriate training.

Monitoring arrangements:

The delivery of RSE and PSHE is monitored by Eilish Galvin (PSHE lead) through: Lesson observations, learning walks, feedback from staff and children. Pupils' development in RSE is monitored by class teachers.