



# PSHE including RSE Policy

<b>Date ratified</b>	11.10.2023
<b>Next review</b>	October 2026
<b>Signed on behalf of the governing body</b>	Suzanne Worgan
<b>Print name</b>	Suzanne Worgan



## **1) Rationale**

*At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.*

*Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about.*

*We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.*

## **2) Aims and Principles**

At Whitegate End we pride ourselves on not just supporting pupils academic progress but also their individual personal development enabling them to thrive in the everchanging communities and world we live in.

We follow a tailored programme in delivering our PSHE/RSE curriculum but have also built in flexibility to tackle age appropriate issues that may arise in the community or wider world.

At Whitegate End PSHE is not taught solely in timetabled classroom lessons. We have daily opportunities as a whole school to come together and tackle / address PSHE related issues through our daily assemblies. Content may also arise in spur of the moment discussions with pupils both individually and through small group interventions.

Our new curriculum introduced in September 2023 enables us to address extra PSHE related issues.



We value and embrace our whole school wider community and are committed to making a positive contribution to society.

At Whitegate End we embrace the British Values of: Democracy, The rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

### **Principles**

#### **We enable each child to:**

Have a secure understanding of three key age appropriate areas:

- Health and wellbeing, relationships and living in the wider world.
- Be taught basic life and personal safety skills in EYFS.
- Provide a safe environment in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around different relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Have knowledge of age appropriate issues that arise specifically to the school or nationally/ internationally.
- Have knowledge of the areas covered in the new RSE statutory guidance from September 2020.

### **Relationship Education**

Relationships Education is complemented through our PSHE 3D - Dimensions scheme of learning. Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.



### **Legislation (Statutory Regulations and Guidance)**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools).

It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. At Whitegate End, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Whitegate End we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.

Teaching will take into account the age, ability, DSEN, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.



## **Curriculum Content**

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the 3D Dimensions PSHE programme. Each year group is split into 3 core areas: Health and Well-being, Relationships and Living in the Wider World. Parents have been consulted in the formulation of the curriculum with particular reference to RSE. This programme of work really targets life skills and issues that children may face in our unique school community. Teachers record sessions in floor books which are monitored on a termly basis by a member of the senior leadership team.

## **RSE linked to PSHE**

The purpose of the policy is to:

- Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy which is required in all schools from Summer 2021
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE: Duty to promote well-being (Children Act 2004) o Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)



- Teach statutory RSE elements in the Science National Curriculum
- Have a new policy developed in consultation with parents, staff and governors (Education Act 1996)
- Meet the school's safeguarding obligations.
- Make the policy available to pupils and parents (Education Act 1996)
- Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- Take account of the DfE guidance on RSE (2019)
- DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHE 2013)
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

RSE (relationships and sex education) will become a compulsory element of the curriculum. We have already implemented the guidance and in consultation with parents developed an age appropriate delivery from the statutory guidance. This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

At Whitegate End we teach relationship and health education as part of our PSHE curriculum. We do not teach sex education but if the need arises will review and assess this in consultation with parents. As part of the science curriculum in year 5 and 6 pupils do learn about the physical and mental changes that will happen to them during puberty.

This is delivered by experienced practitioners using age

appropriate and sensitive resources. To avoid potential embarrassment pupils are taught by gender when learning about the physical changes that will occur in their bodies.

### **Roles and Responsibilities**

All staff and governors in school have a responsibility to ensure the statutory policy and programme for RSE and PSHE is being implemented correctly across school. Frequent monitoring will be carried out by the subject leader (R Scott) and Headteacher (R Hollingsworth) who will report regularly to the governing body. Parents have also been consulted regarding the policy and their views taken on board in the formulation of it.

Resources, such as videos and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

### **Safe and effective practice**

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a worry box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils.

Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.





Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor. Teachers do not discuss details of their personal relationships with pupils. Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy.

When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents.

We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children. RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils





should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour.

### **Safeguarding**

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding Policy.

### **Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Headteacher who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and



materials available if parents wish to use this with their children at home.

Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

**Please visit our website for the coverage overviews for each year group:**

**(This is what is covered in weekly PSHE timetabled lessons and does not reflect daily assemblies, stand alone lessons relating to world / community events or items taught within our new).**

**<https://www.whitegateend-oldham.co.uk/psherse-curriculum/>**