

Academic Year 2024

*(To be reviewed after the Government review is published)*

# PSHE Policy including RSE and HE

(Relationship and Sex Education  
and Health Education)



This policy should be read in conjunction with:

- DFE Policy Statement RSE
- Equal Opportunities
- Safeguarding
- Sex and Relationship Guidance (DFE) July 2000 (Appendix A)
- Supporting Children with Medical Conditions policy
- See also the school's Behaviour Management policy
- Anti-Bullying policy

This policy sets out Moorlands Primary School Sex and Relationship Policy and procedures.

Signed by Head Teacher

Signed by Chair of Governors

Review Date October 2025



## Moorlands Primary School

### Sex and Relationship Education Policy

#### Rationale

At Moorlands we believe that PSHE is a crucial part of preparing children for their lives now and in the future. A successful PSHE curriculum enables children to become healthy, independent and responsible members of society. It gives children the knowledge, skills and understanding that they will require to stay healthy and safe, develop positive relationships and make the most of their abilities and those of others.

As part of the new statutory RSE and HE curriculum for primary school aged pupils the provision will give children the skills to build positive, respectful and enjoyable relationships, stay safe in online and offline relationships and give preparation for both physical and emotional changes that occur in puberty.

#### Aims

The aims of the PSHE curriculum, including RSE and HE are to:

- To support pupils with physical, emotional and moral development
- To develop skills which help them to learn to respect themselves and others
- To develop knowledge and skills which help them to make responsible and well informed decisions about their lives
- To build confidence and self-esteem to enable them to value and respect themselves and others
- To provide a framework in which sensitive discussions can take place
- To create a positive culture around sexuality and relationships
- To support children in understanding the importance of health and hygiene

#### Statutory Requirements

RSE and He is compulsory in primary schools from September 2020. However, primary schools do not need to teach sex education beyond the elements of sex education contained in the Science curriculum. (E.g. statutory to teach reproduction but not to teach sexual intercourse)

#### Definition


- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- **SRE is not about the promotion of sexual activity.**

#### Delivery of PSHE including RSE and HE

RSE and HE is taught within the personal, social, health and economic (PSHE) education curriculum as well as some of the Science, RE and PE curriculum. At Moorlands we have decided to deliver timetabled PSHE lessons using the Jigsaw published materials. These have been recommended by the authority and meets all the outcomes in the statutory programme of study.

There may also be a need to respond to an identified need within a class, year group, phase or key stage. This will be discussed and agreed by all appropriate staff and SLT prior to commencing with the children. We also will teach PSHE through other subjects, such as English, History or curriculum time including assemblies.

Moorlands will supplement the PSHE lessons with school events and activities as much as possible, including visitors such as Star Project and Anti Bullying Week.

Chi  I complete baseline assessments before the start of each half term unit of work

asked to draw or write what they understand of a concept. The children will then be taught the unit and the class teacher will ensure that the teaching is accessible and appropriate to the children and address misconceptions shown in the baseline task. At the end of the unit all pupils will have their baseline work to amend, add or remove as they would like using the new learning they have received.

All children from Reception year to Year 6 will follow the Jigsaw scheme and work on the same theme at an age and maturity appropriate way each half term.

Autumn 1 – Being Me in My World

Autumn 2 – Celebrating Difference

Spring 1 – Dreams and Goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing Me

The class teacher will lead the PSHE lessons but other staff may be involved for certain units or lessons and these include SLT, ELSA, school nurse and PSHE Lead.

The children will be taught in their class groupings with boys and girls together. However, if it deemed necessary the boys and girls could have separate lessons in the units 'Changing Me' which covers puberty.

The RSE curriculum will begin in Year R and children in Year 1 will be taught the correct anatomical terms for genitals. This will help to keep children safe, lessen embarrassment and support further learning in the older years. All staff including those teaching in younger years and those in the office will know that children in Year 1 have been taught the correct anatomical vocabulary and be mindful to be consistent when talking to the children. The children in Year 4 will have lessons on puberty, covering changes for girls. Some children go through puberty at 8 years old and they will need to have some understanding to prepare them for the changes that will affect them emotionally and physically. The children in Year 5 will also cover puberty with a recap on changes for girls and also teaching changes for boys. The children in Year 5 will also be taught about conception (including IVF) and this will be revisited in Year 6 along with more session on puberty.

## **Roles and Responsibilities**

### **The Governing Board**

The governing board will approve the RSE policy, and hold the Head teacher to account for its implementation.

### **The Head teacher**

The Head teacher is responsible for ensuring that PSHE including RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE.

### **PSHE Lead**

The PSHE lead will support staff in implementing PSHE lessons successfully and confidently as well as leading parent sessions to inform of coverage before sensitive units in Years 4 and 6. The PSHE lead will promote PSHE in school with a display board sharing work from each unit and liaise with LST around policy reviews, resources used and parental involvement including rights.

**Staff** are responsible for:

- Delivering timetabled PSHE lessons each week in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress through baseline and summative assessments
- Responding to the needs of individual pupils
- Ensure written outcomes from appropriate lessons
- Be familiar with the PSHE policy, scheme of work and resources. This enables staff to be aware of legal obligations and professional responsibilities. It will also help staff to see where each year group's lessons will support the overall scheme



- To have the same high expectations of the quality of work produced by pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE
- Not promise confidentiality if a child's safety is at risk
- Seek advice from SLT if a child asks a question or makes comments that cause concern
- Answer questions raised by children truthfully and honestly and at an appropriate level for understanding if in response to PSHE teaching

Staff do not have the right to opt out of teaching 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 RSE and, when discussing issues related to SRE, treat others with respect and sensitivity. Rules will be created with pupils to support their understanding of acceptable behavior inside lessons and at other times. Pupils will be asked to honestly evaluate the RSE programme to allow us to make appropriate changes for subsequent years.

### **Parents**

Parents will be informed when lessons on puberty and reproduction will begin with an opportunity to see resources and view the intended programme of work. Parents will be asked to review the programme after it has been taught to help us prepare for future years.

### **Right to Withdraw**

Parents' have the right to withdraw their children from the non-statutory components of SRE. Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from SRE.

### **Training**

Staff are trained and supported on the delivery of SRE with the PSHE Coordinator: **Mrs Leanne Jenks**. The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

### **Equal Opportunities**

There will be no area of learning that is solely for boys or girls. It is important for boys and girls to learn not only about the changes and developments that affect them but also those that affect members of the opposite sex. This enables the concept of caring and interpersonal skills to be developed by all pupils. Different ethnic and cultural groups may have different attitudes to PSHE (RSE and HE). The school will take account of needs, views and promote respect for, understanding of the views of different ethnic and cultural groups. We recognise that our pupils come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

### **Resources**

Jigsaw  
 Christopher Winter Project  
 Baseline and Summative Assessments  
 Personal Hygiene resources – tampons, deodorant, towels







