



Bamford Academy PSHE and RSE Policies 2021

Rationale

This policy covers Bamford Academy's approach to both the Physical, Social Health and Economic Education (PSHE) curriculum and the new Relationship and Sex Education (RSE) curriculum that is now statutorily part of the curriculum. It was produced by Principal Lisa Matthews, Deputy Head Michele Lewis and PSHE lead Ciorsdan Darby in consultation with the teaching staff, board of governors and parents through meeting and feedback from our school website.

As the RSE policy should be read in conjunction with our PSHE policy we have taken the decision to combine the two into one document. We recommend that you also read it in conjunction with our SEND and Safeguarding policies.

From September 2020, the Health Education and Relationships Education (primary) aspects of the PSHE curriculum are both statutory requirements. This policy will therefore address both of these specifically.

"Relationship and sex education" is broken into "Relationship Education" which is statutory in British Primary Schools and "Sex Education" which is recommended for older primary school children by the Department of Education and the PSHE Association.

We define "relationship education" as the lessons required by law to ensure our children understand the importance of how to be safe and keep others safe within our social interactions with each other.

At Bamford Academy we believe these lessons are important for our pupils and our school because they put in place the building blocks needed for positive and safe relationships of all kinds.

The lessons will start by examining relationships with family and friends. We shall discuss how to treat each other with kindness and respect, the characteristics of a good friend, personal boundaries, consideration, respect, recognising the difference between online and offline friendships and understanding the differences between appropriate and inappropriate or unsafe behaviour in any relationship (from snatching toys to people online not being who they claim to be).

We define "sex education" as the lessons on the science of human sexual reproduction; how a baby is conceived and born. These lessons are solely for Year 6 as part of their transition to high school, as recommended by the Department of Education.

We define "health education" as lessons required by law to ensure that children understand how to look after their own health; including diet, exercise, dental hygiene, personal hygiene, mental health, physical development, safeguarding, and transmission of diseases. These lessons are essential to support all young people to be happy, healthy and safe.

Ethos

Here at Bamford Academy, we are committed to the development of the whole child and as a consequence we place PSHE and RSE at the heart of all that we do. We recognise that schools support pupils to develop in

many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that Bamford Academy takes pride in, and assumes with integrity and purpose.

Our three golden values of respect, positivity and perseverance underpin everything we do; in class, in assemblies, in the playground, around school, and within the community.

We strive to promote the self-esteem, emotional and physical well-being of every pupil through our curriculum, school environment, and school ethos. We help the young people in our care to form and maintain worthwhile and satisfying relationships, based on **respect** for themselves and for others, whether they are at home, school, or in the community. We foster **positivity** in all they undertake and encourage **perseverance** in their work and in developing healthy relationships.

Pupil voice lies at the heart of our school. The curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. The School Council at Bamford Academy is made up of pupils from Year Groups 1-6 with a pupil from each class. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The importance of different relationships and responsibilities is an important part of this process. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle, what they can do to improve their own mental health, understand that the mental health of others may be different to their own and develop a growing awareness of a broad range of safety issues.

We view the partnership of home and school as vital in providing the context, knowledge and resources for children to flourish, thrive and develop into happy adults who contribute effectively to society.

Roles and responsibilities

The PSHE curriculum and within that the RSE programme will be led by Lisa Matthews as both the Principal of Bamford Academy and PSHE link Governor in close communication and collaboration with the subject lead, Ciorsdan Darby.

It will be taught by class teachers and teaching assistants who are part of Bamford Academy's 'Well Being Team'. There will be weekly discrete lessons following the PSHE Association's curriculum guidance but cross-curricula links will be made whenever possible and relevant.

The *Barnados' Real Life Rocks* lessons will be taught to Year 6 by our Deputy Safeguarding Lead, Rachel Roche. Year 6 will also have Health lessons and RSE lessons from the school nurse after consultation with Rachel Roche and Ciorsdan Darby. This ensures that the information is relevant, up-to-date and consistent throughout the borough. These consultations will also be used to monitor local data from Rochdale to inform the priorities for our programme. Staff will be informed if additional lessons on a particular aspect of the curriculum are needed to address any local concern (e.g. above average childhood obesity rates).

The PSHE and RSE curriculum will be supported by the whole school community; thus reinforcing the points made in lessons, that good relationships should be evident in all aspects of school life, from the classroom, to the playground, to the dining hall and outside the school gates.

Parents are crucial in supporting our relationship and health curriculums and the PSHE curriculum as a whole. We kindly request that parents check the Academy's website to see what PSHE topics will be covered each half term (on the Unit Overviews posted here). Important discussions enhancing and reflecting upon classwork can then occur at home. Children should be encouraged to put into practise what they have learnt.

Our catering company, Mellor's, takes the health of the children very seriously and meticulously monitors the levels of salt, fats and sugars that are in the children's school dinners. Parents are asked to also be vigilant that children are sent in with a healthy lunch if they are having packed lunches. This is outlined in your welcome pack and on our school website. Sweets, crisps, chocolate, fizzy drinks and energy drinks should not be included. Snacks for break must be vegetables or fruit.

A working party (The PSHE Deep Dive Team) will be made up of Ciorsdan Darby, Natalie Howorth, Linda Chatterjea, Sandra Ashworth and Joe Shepherd, to monitor work, listen to the pupils and discuss their learning of the PSHE and RSE curriculum with them and support staff with any questions.

In addition to the sessions lead by the Deep Dive Team, pupils themselves can raise areas of the PSHE curriculum they wish to cover in more depth through the School Council.

Teaching staff have received PSHE and RSE training on the new statutory requirements and on addressing pastoral needs to support pupils with the curriculum as a whole and individual needs that may arise. CPD is offered regularly to all staff and encouraged to meet individual class needs. The Principal, Deputy Head and subject lead liaise to discuss when more training is required for the teaching and support staff. This is met through Staff meetings and inset sessions.

Legislation (statutory regulations and guidance)

The Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

The Primary Science curriculum includes:

- identify, name, draw and label the basic parts of the human body
- notice that animals, including humans, have offspring which grow into adults
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals
- describe the changes as humans develop to old age
- work scientifically by researching the gestation periods of other animals and comparing them with humans

The Department for Education states: It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

We will therefore have sex education lessons in the summer term of Year 6. Although strongly recommended by the Department of Education, this is not a statutory requirement until secondary school. Subsequently parents of Year 6 children may opt out of these lessons after consultation with the Principal. We recommend

that all children attend the full RSE curriculum so that they have the same knowledge as their peers at secondary school, helping them make good progress in their future studies.

The Department for Education also states: Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

In Bamford Academy **respect** is a golden value and it is important that this extends to everyone. Difference and diversity have always been of paramount importance in our school and feature annually as assembly themes. Awareness of LGBT people and the importance of respecting them and their rights as important members of our community is part of the message we always give our students.

Documents that inform Bamford Academy's RSE policy include:

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from governing bodies, proprietors, head teachers, principals, senior leadership teams, teacher 2019
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Public Health England: Guidance on learning in a safe environment(2020)
- NSPCC document: Relationships, health and sex education statutory guidance: CASPAR briefing 2019
- *Barnardos' Real Love Rocks* – Healthy Relationships and Exploitation Education Resources

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision.

In EYFS the PSHE curriculum, including Relationship Education, is entwined throughout the "Personal, Social and Emotional Development" sections of the Development Matters curriculum. It is monitored, encouraged and recorded in the same way as the rest of the curriculum and makes excellent links with play and stories.

For Year 1 through to Year 6 we follow the PSHE Association curriculum and include additional sessions for year 6 with the school nurse and the *Real Love Rocks* programme to help them with their transition to high school.

Below is an overview of the content for each year group. Peach indicates relationship education topics, green indicates health and wellbeing and blue is living in the wider world – this includes the non-statutory element of economics.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

A more detailed break-down of PSHE curriculum will be found half-termly on the school website as part of the unit overviews.

An essential point to emphasise with our curriculum is that correctly labelling parts of the body with scientific names is very important as part of a child's health education. This practice will facilitate vital safeguarding communications with children as well as enable them to report accurately about any pains or problems they have with respect to their own bodies.

In line with the NSPCC and PSHE Association our children will be taught in KS1 that they have private parts and that these are their "genitals". They will not be taught the respective male and females names for genitals until their lessons on puberty.

The integration of LGBT is a statutory requirement. This will include age-appropriate story books, reference to well-known celebrities, and discussion about family and community diversity. This will not be a stand-alone lesson but included through a cross-curricular approach where ever appropriate, for example discussing people who identify as non-binary when teaching pronouns (Unit 4). Teachers will avoid stereotypes and out-dated norms whenever possible. Marriage will be described as being between two people who love each other and want to celebrate that love.

Lessons will be planned by the class teachers using the guidance and resources from PSHE Association and others they feel appropriately matched to their cohort. They will be differentiated to meet the children's needs including those of any SEND children.

As mentioned previously, RSE is specifically the conception and birth of a human child and will only be taught to Year 6.

We have a responsibility under the legislation to prepare children for any health, relationship or safeguarding changes that are pertinent to them so that they can make informed decisions and are ready for changes and challenges they are likely to experience. This means that the curriculum may alter slightly from year to year

to address specific needs: for example menstruation in girls. We will consult with parents on a year-by-year basis where changes to the curriculum are needed.

Bamford Academy prides itself on cross-curricula approaches. In addition to the weekly sessions PSHE topics will be linked to other subjects and learning. This helps the children to apply what they have learned to their long-term memory and also makes it more relevant to them and their lives. Economic aspects of the PSHE curriculum will be linked to maths where possible. Stories will be used as part of PSHE lessons, but lessons will also be linked to stories in English, Guided Reading and beyond. In addition, there is considerable overlap with both the Science and RE.

Some lessons will be largely discussion based, others more practical, dealing with concrete resources like play-money, some will use art and others will require written answers. All will end with a reflective plenary in their PSHE books where the children will think about and record what they have learnt. Pupils will be helped and guided to reflect on their own learning and progress by both tailored plenary questions at the end of each session and as part of their weekly reflection in their organisers.

Philosophy for Children (P4C) is an approach that all teachers at Bamford Academy have been trained in. It is used to develop children's thinking skills focusing on the 4 Cs: Caring Thinking; Critical Thinking; Collaborative Thinking; Creative Thinking. P4C is sometimes taught as a stand-alone session but will also be used as a methodology to explore some of the PSHE topics in more depth and from other perspectives.

The annual review of the local data and termly data from the EDUKIT surveys will be used to inform the priorities for our programme, extending the time spent on areas of the curriculum where needed.

Safe and Effective practice

Teachers and pupils will agree ground rules by discussing the need to be able to share ideas and feelings while showing respect to others, in and out of the room. The teacher will ensure that students understand that what they say in the lesson should not be discussed outside the lesson and how this creates a safe learning environment. They will be clear that, for safeguarding reasons, there are some things they cannot keep confidential and remind students of the safeguarding protocols that operate in school. They will be reminded of our golden values, given the right to pass on answering a particular question and told how to seek further help, advice or support if needed.

In accordance with Public Health England and the PSHE Association, distancing techniques such as fictional situations that do not use real events or student's name will be used whenever possible. Children will be encouraged to discuss topics as observer or in the third person, rather than in the first person and using personal examples because this can help the children think more clearly about it and without their thoughts being affected by strong emotions. This can help them more easily derive meaning and insight from the example.

As with all lessons, pupils will be encouraged to discuss their ideas and build on each other's answers, guided by their teacher. However, in topics that may lead to sensitive issues or questions that the children may feel embarrassed to ask, pupils will be able to raise questions anonymously by writing them on paper and putting them in an "Ask it basket". The teachers can then address all the questions and rephrase them so they use scientific terminology if needed. The teacher will not answer any inappropriate question about their own life. If the answer to a question is outside the curriculum remit for the age group they are in, then the teacher will make reference to the question and explain that the author should ask their parents or wait until it is covered in future years (e.g. "That answer will be covered in your Year 5 lessons").

Every class also has a worry box. This is used as a discrete means of pupils informing their class teacher that they need some individual time to focus on a particular problem. Children use this for a variety of issues. They will be reminded of it during PSHE lessons in case the subject content has led to something they wish to share privately.

All staff teaching PSHE (and within that RSE) will be supported by the subject lead and link governor.

Monitoring, reporting and evaluation

The school has established an on-going process of monitoring the RSE programme through the work of the PSHE subject lead, which includes lesson observations of all year groups, pupil surveys and teacher, parent or carer feedback.

Termly pupil surveys, using EDUKIT, will also help our pastoral team and class teachers assess how the children are feeling, whether they are happy with their relationships in school and out of school, in person and online, and identify any additional needs. Any whole school needs will be shared with the PSHE link governor and PSHE subject lead.

RSE policy review

The information above complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It has due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

This policy will be reviewed on a regular basis. It will be reviewed by the PSHE subject lead and the Principle. This will ensure it remains in line with current Government guidance and legislation and that our programme continues to meet the needs of our pupils.