



PSHE, Relationships and Sex Education Policy

November 2018

COTTERIDGE PRIMARY SCHOOL

Cotteridge Primary School PSHE POLICY

Cotteridge Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

This policy outlines our school's approach to the teaching, organisation and management of Personal, Social, Health and Economic (PSHE) Education taught and learnt at Cotteridge Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader.

Aims

PSHE is a non-statutory subject, however it is an important and necessary part of education needed to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

PSHE education is used to build on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

'Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged'. PSHE Association

UNICEF

This policy has been written to respect six UNICEF articles: Article 16, Article 24, Article 28, Article 29, Article 33 and Article 34.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their

own and other cultures, and the environment.

Article 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

PSHE Association

Cotteridge Primary School broadly follows the PSHE Association Programme of Study (funded by the Department for Education) which has been designed to develop pupils' knowledge, skills and understanding based on the three core themes: health and wellbeing; relationships and living in the wider world.

Health and wellbeing

This core theme focusses on healthy lifestyles:

- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency and to identify different influences on health and wellbeing.

Relationships

This core theme focusses on:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

Living in the wider world (economic wellbeing and being a responsible citizen)

This core theme focuses on:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality and how to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the part that money plays in people's lives
- a basic understanding of enterprise

At Cotteridge School we believe that further detail than that given by the PSHE Association is needed for our stakeholders in three key areas: Relationships and Sex education, Equality and Drugs Education. This extra detail is provided below.

1. Relationships and Sex Education (RSE)

The Government has committed to making relationships education statutory in all primary schools, from 2019.

RSE involves learning about the emotional, social and physical aspects of growing up, including sex and relationships. Some aspects are taught in science, and others are taught as part of PSHE. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. High quality RSE helps create safe school communities in which children can grow, learn, and develop positive, healthy behaviour for life.

RSE plays a vital part in meeting schools' safeguarding obligations. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Please see Appendix 1 for a detailed breakdown of the Cotteridge School Relationship and Sex Education content by year group.

2. Equality

Cotteridge Primary School uses the 'No Outsiders in Our School' resource to promote equality for all sections of the community. Issues addressed include: gender and gender identity, religion, sexual orientation, disability and age as outlined in the Equality Act 2010. The resource aims to bring children and parents on board from the start so that our children leave our school happy and excited about living in a community full of difference and diversity, whether that difference is through race, gender, ability, sexual orientation, gender identity, age or religion.

3. Drugs Education

At Cotteridge School we believe that children need to be aware of the age appropriate issues surrounding drugs, both legal and illegal. Please see Appendix 2 for a detailed breakdown of the content by year group which is summarised below.

During key stage 1, children will learn about health and personal safety with a focus on medicines and substances found in most homes.

In lower key stage 2, children will learn about smoking and alcohol. This includes understanding why people use these legal drugs, the effects they have on our bodies and how to resist use.

During upper key stage 2 children will focus on legal and illegal substances, with an emphasis on the drugs most commonly used by early teenagers.

In both key stages, children will focus on recognising unsafe and risky situations and developing the skills of resisting peer pressure, resilience, empathy, and assertiveness: knowing when to ask for help.

Date policy adopted by Governing Body: _____

Date of review: November 2020

Relationships and Sex Education by year group – Appendix 1

UNICEF: Article 16 (Privacy) and Article 34 (Sexual Exploitation)

Year 1	
Boys' and girls' bodies	<ul style="list-style-type: none"> - identify the parts of the body that make boys different to girls and use the correct terminology (penis, testicles, vagina, breasts) - respect my body and understand which parts are private
Year 2	
Boys' and girls' bodies	<ul style="list-style-type: none"> - recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, breasts) and appreciate that some parts of my body are private - tell you what I like/don't like about being a boy/girl
Year 3	
How babies grow	<ul style="list-style-type: none"> - understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby - express how I feel when I see babies or baby animals
Babies	<ul style="list-style-type: none"> - understand how babies grow and develop in the mother's uterus and - understand what a baby needs to live and grow - express how I might feel if I had a new baby in my family
Outside body changes	<ul style="list-style-type: none"> - understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies - identify how boys' and girls' bodies change on the outside during this growing up process - recognise how I feel about these changes happening to me and know how to cope with those feelings
Year 4	
Inside body changes	<ul style="list-style-type: none"> - identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
Having a baby	<ul style="list-style-type: none"> - recognise how I feel about these changes happening to me and how to cope with these feelings - correctly label the internal and external parts of male and female bodies that are necessary for making a baby - understand that having a baby is a personal choice and express how I feel about having children when I am an adult - describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is

Girls and puberty	<p>a natural part of this</p> <ul style="list-style-type: none"> - know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Year 5	
<p>Puberty for girls</p> <p>Puberty for boys and girls</p> <p>Conception</p>	<ul style="list-style-type: none"> - explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally - understand that puberty is a natural process that happens to everybody and that it will be OK for me <ul style="list-style-type: none"> - describe how boys' and girls' bodies change during puberty - express how I feel about the changes that will happen to me during puberty <p>To be carried out sensitively (resources: Mummy Laid an Egg, Living & Growing: Unit 2, p.26) - understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <ul style="list-style-type: none"> - appreciate how amazing it is that human bodies can reproduce in these ways
Year 6	
<p>Puberty</p> <p>Girl talk / Boy talk</p> <p>Babies – Conception to birth</p> <p>Attraction</p>	<ul style="list-style-type: none"> - explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally - express how I feel about the changes that will happen to me during puberty <ul style="list-style-type: none"> - ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive <ul style="list-style-type: none"> - describe how a baby develops from conception through the nine months of pregnancy, and how it is born (resource: Living & Growing: Unit 2, p. 30, 31 & 42) - recognise how I feel when I reflect on the development and birth of a baby <ul style="list-style-type: none"> - understand how being physically attracted to someone changes the nature of the relationship - express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Drugs Education – Appendix 2

UNICEF: Article 24 (Health and health services) and Article 33 (Drug Abuse)

<p>Year 1 Medicines</p>	<p>Awareness of what goes into our bodies</p> <ul style="list-style-type: none"> • Healthy lifestyles • Rules about taking medicines • Who can help me keep safe
<p>Year 2 Medicines</p>	<p>Understanding medicine rules</p> <ul style="list-style-type: none"> • Know what a drug is • How medicines can enter the body • Understand own health- feeling well/unwell • What to do in an emergency • Keeping safe
<p>Year 3 Choices/Risk Taking</p>	<p>Defining medicines and drugs (eg. alcohol and tobacco, can touch on ‘illegal’ drugs only if they arise – in simple terms as this is taught more in depth in y6)</p> <ul style="list-style-type: none"> • Making informed choices • Persuasion and risk taking • Resisting peer pressure • Knowing who can help me
<p>Year 4 Smoking & alcohol</p>	<p>Facts about smoking and its effects on health (one lesson)</p> <ul style="list-style-type: none"> • Reasons why some people start to smoke • Cost of smoking • Facts about alcohol and its effects on health • Reasons why some people drink alcohol • Dealing with peer pressure • Staying safe
<p>Year 5 Smoking & alcohol</p>	<p>Know the health risks of smoking – how tobacco affects the lungs, liver & heart (two lessons)</p> <ul style="list-style-type: none"> • Make an informed decision about choosing to smoke – resisting peer pressure • Know risks with misusing alcohol, including anti-social behaviour and effects on liver & heart) • Make an informed decision about choosing to drink alcohol • Alcohol and the law • Alcohol in the media

	<ul style="list-style-type: none"> • Knowing where to go for help and advice
<p>Year 6 Drugs & alcohol</p>	<p>Know about different types of drugs and their uses</p> <ul style="list-style-type: none"> • Effects of drugs on the body, particularly the liver & heart) • Ways to be happy and cope with life's situations without using drugs • Evaluate when alcohol is being used responsibly, anti-socially or being misused • Making informed choices • Dealing with peer pressure • Stereotypes • Recognising the need to ask for help, who to ask and how