

Relationships Education Policy (inc. RSE and PSHCE)

Beckfoot Allerton Primary School & Nursery believes that a strong PSHCE (Personal, Social, Health, Citizenship and Economic) and Relationships Education is important to help our pupils understand how to keep themselves and others safe and develop into a well-rounded members of society who are able to make a positive contribution to their community.

At Beckfoot Allerton, our PSHCE curriculum is strongly linked to our wider curriculum and our pastoral care programme.

This policy adheres to:

- DfE: Relationships Education, Relationships and Sex Education (RSE) Statutory guidance, 2020
- Keeping Children Safe in Education, 2024
- Equality Act, 2010
- SEND Code of Practice: 0 - 25 years, 2014
- Beckfoot Trust Behaviour Policy & Beckfoot Allerton Local Behaviour Protocol

Definitions

PSHCE (Personal, Social, Health and Citizenship Education) - This is what we call our weekly lesson that covers a range of topics from healthy eating, to being a good friend, to managing finances. You can see our programme of study on our school website.

Relationships Education – This is one aspect of our PSHCE curriculum. We focus on the fundamental building blocks and characteristics of positive relationships with particular reference to: friendships, family relationships and relationships with other children and adults. We learn how to: take turns, treat people kindly, be respectful, show honesty and truthfulness and the importance of personal privacy.

RSE (Relationships and Sex Education) - This is the complete programme of study from primary school all the way up to sixth form. At primary school, we do not teach sex education, we only teach about relationships as outlined above.

Sex Education - We define sex education as the teaching of and learning about human reproduction, including the facts and the law about sex and sexual health. At primary school, we do not teach sex education, we only teach about relationships as outlined above.

Health Education – This is taught as part of our PSHCE lessons. We define it as teaching the characteristics of good physical and mental wellbeing. The children learn about: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco

(Y5&Y6); health and prevention (e.g. sleep and teeth brushing); basic first aid; changing adolescent body (Y5&Y6)

- We want our children to gain powerful knowledge, behave brilliantly and become confident community contributors. We want our children to have the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build that self-efficacy.
- We have high aspirations and believe all pupils can achieve, regardless of their background or personal circumstances.
- Our school is a happy, safe and positive place where all pupils enjoy learning and are successful.
- Our school is welcoming and inclusive and is a place where everyone is valued. We celebrate the diversity of our school community.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are expected to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a “can-do” attitude.
- Our learning environments reflect our values, inspire our pupils and celebrate success.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- We work together with families to elevate pupil achievement and wellbeing.

1. Roles and responsibilities

- 1.1 The Head Teacher has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.2 The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the Trust’s Complaints Policy.
- 1.3 The PSHE Co-Ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE curriculum that achieves the aims laid out in this Policy.
- 1.4 The class teachers are responsible for the day-to-day implementation of the PSHE policy.
- 1.5 Beckfoot Allerton will work with families in relation to the development of the PSHE curriculum through information workshops, working parties and by sharing resources. The school will ensure that they are routinely kept informed about their right to withdraw their children from non-statutory sex education. (See Section 4 as we do not currently teach sex education)
- 1.6 We will ensure that pupils are also involved in the development of the RSE and PSHCE curriculum through the use of pupil voice (such as the school council and pupil questionnaires and interviews) to elicit feedback and suggestions.

- 1.7 The Local School Committee has overall responsibility for reviewing the Relationships inc. RSE and PSHCE Policy annually. The LSC must make sure that:
- all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - teaching is delivered in ways that are accessible to all pupils with SEND;
 - clear information is provided for parents and families on the subject content and the right to request that their child is withdrawn from non-statutory sex education;
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

2. Aims of the PSHCE and RSE curriculum

The curriculum at Beckfoot Allerton helps pupils to find their voice and their place in the world.

- 2.1 Our curriculum has been crafted with resources carefully selected in order for all pupils, including those with SEND to have full access to the whole curriculum. Reasonable adjustments will also be made for those pupils who need it.
- 2.2 PSHCE and RSE will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and their families, whilst always with the aim of providing pupils with the knowledge they need of the law.
- 2.3 Families of many forms provide a nurturing environment for children. Care will be taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.
- 2.4 The PSHCE and RSE Curriculum will support pupils to:-
- Understand what constitutes a healthy lifestyle with a particular focus on good mental health.
 - Understand that the emotional, social and physical changes that take place as pupils grow towards adolescence and adulthood are normal and acceptable.
 - Understand safety issues, both in real life and online.
 - Develop independence and responsibility for their own actions, which they will take forward into society.
 - Respect other people. In particular, pupils will learn to respect the different cultural, ethnic, religious and genders of others in our School community and the wider world.
 - Understand that pupils may come from a variety of family situations and have different family backgrounds.
 - Understand what constitutes socially acceptable behaviour at School and in society to enable them to be a constructive member of society.
 - Develop good relationships with peers and adults.

- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events and respect the right of others to do the same.

3. Teaching the curriculum

We use a range of strategies and resources to teach the PSHCE and RSE curriculum. We have reviewed our curriculum in September 2024 to have more of a focus on promoting good mental health after feedback from children and families. More detail and curriculum overviews are available on our school website: www.beckfootallerton.org

- 3.2 **MyHappyMind** – this is an NHS backed resource that we use each week to explicitly teach positive mental health. Children from YN – Y6 learn about their brain and how to deal with their emotions. Mindfulness breathing is also taught in these sessions. Parents will have access to the MyHappyMind app so they can view supporting materials for each unit of work.
- 3.3 **Commando Joes** – this is a physical education and team building session where children learn to work in teams to solve ‘missions’. Lots of different skills are taught and practised such as listening, turn taking and compromising.
- 3.4 **The Story Project** – this is a book based scheme of work used to teach our pupils all other aspects of the PSHE curriculum. The books have been carefully selected to match our school community and we share the texts and content with families in advance.
- 3.5 **Outside professionals** – we also use outside professionals to talk to the children about various topics e.g. dental health, healthy eating, drugs/ county lines and puberty. We tell families in advance of these talks and seek permission from families, where required, (e.g. puberty) to join in.
- 3.6 **Puberty Talks for Year 5 and Year 6** – Pupils in Year 5 and Year 6 will have the opportunity to take part in talks from outside professionals (delivered by Coram). These are optional and all information and resources will be shared and discussed with families before the session. Pupils have the option to learn in single sex groups about both boys and girls as they progress through puberty, including menstruation.

4. Sex Education

- 4.1 We do not teach sex education lessons at Beckfoot Allerton Primary School. This meets the requirements in the Department for Education Statutory Guidance on RSE that outlines *"Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education."*
- 4.2 Beckfoot Allerton Science curriculum covers the following about sexual and asexual reproduction in Year 5:

- life cycle of mammals (dog), birds (chicken), amphibians (frog) and insects (butterfly)
- life cycle of plants
- development of a human from foetus to child
- comparing gestation periods of animals (how many days different animals carry their pregnancy)

5. Right to withdraw

- 5.1 Parents do not have the right to withdraw their children from Relationships Education. This is because it is a statutory subject and must be taught by law.
- 5.2 Parents can withdraw from the puberty talks in Year 5 and Year 6. We will inform parents when these talks will take place and invite parents in to look at the teaching materials before allowing parents to choose which sessions they wish their child to attend (if any).
- 5.3 Parents have the right to withdraw from sex education. However, we do not currently teach sex education at Beckfoot Allerton. We review this each year with our families and stakeholders.

6. Support for parents and carers

- 6.1 Families can come to any of the senior leaders drop-in sessions without an appointment if they require support regarding the curriculum
- 6.2 My Happy Mind has a free parent app for subscribing schools. A QR code is available from the office should families wish to access this app. The app has resources for home to promote good mental health as well as links to each topic studied.
- 6.3 Class Dojo has regular signposts to support for various topics covered in RSE and PSHCE.
- 6.4 Families are welcome to view books and teaching materials by making an appointment with the class teacher.
- 6.5 There is a family meeting regarding the puberty talks in Year 5 and Year 6 before the talks happen each year so that materials can be altered after feedback if required.
- 6.6 The policy is reviewed annually after stakeholder voice and shared with the local school committee.