

PSHE, Citizenship and RSE Policy



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

Policy Author	Cara Williams
Responsible Governor's Committee	Quality of Education
Date Reviewed	March 2023
Frequency of Review	Review annually and in the light of changes to legislation or operating experience

PSHE, Citizenship and RSE Policy

Rationale

This policy covers our school's programme of Personal, Social and Health Education (PSHE), Citizenship, Sex and Relationships Education, which is an integral part of the PSHE programme of study. It was produced by the PSHE lead through consultation with headteacher, staff and the approved governing body.

Policy Aims

The programme is underpinned by the school's Core Values (Respect, Responsibility, Courage, Justice, Integrity and Compassion) bringing together citizenship with personal well-being, relationship education, whilst promoting fundamental British Values. With the curriculum designed to develop the whole child and to meet the needs of all pupils, including disadvantaged pupils and those with Special Educational Needs (SEND). The PSHE education aims to help foster pupil wellbeing, develop resilience and character that are fundamental to pupils being happy, successful and productive members of society.

The aims of PSHE are:

- To know and understand a healthy lifestyle;
- To be aware of safety issues;
- To understand what makes a good relationship;
- To have and show respect to others;
- To be independent and responsible members of a community, such as school;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To develop good relationships with other members of society.

The objectives of Citizenship are:

- To develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom;
- To ensure that all learn about our system and institutions of government and local government,
- To ensure that all learn about our democratic institutions and the laws that underwrite our nation and provide all with freedom, justice and equality.
- To help learners understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.

- To help all learn about our nation’s history, culture, traditions and its developing and changing nature.
- To help learners learn to take pride in their national identity.
- To ensure that pupils understand that within British society all must be treated with kindness and respect including those of different sexual orientation, those with SEN/D and those of different religious, racial or cultural backgrounds.

The objectives of Relationship Education and Sex Education are:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships including those online;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

Revised Department for Education statutory guidance stated that from September 2020 (Summer 2021 due to Coronavirus outbreak), all schools must deliver relationships education in primary schools. The parental right to withdraw pupils from RSE remains in primary school, for aspects of sex education which are not part of the Science curriculum. As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Wistaston Academy we teach RSE as set out in this policy.

Policy development, dissemination and review process

The policy is made available to teaching and non-teaching staff, community partners and visitors via the school office. Parents/carers are invited to view the policy via the website.

The policy will be reviewed every year by the subject co-ordinator in consultation with the above representatives. This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

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.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. High quality resources will support our PSHE, Citizenship and RSE and will be reviewed regularly. Pupils will begin a unit by discussing and analysing their current knowledge, attitudes and feelings on the topic, recording their thoughts on a class mind map. At the end of the unit, children will revisit this mind map and will reflect on the changes to their prior learning and feelings. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships using updated document of [teaching online safety](#) in school (January 2023)

- Being safe

The PSHE, RSE and Citizenship curriculum is sub-divided into three broad strands: Relationships, Living in the Wider World, Health and Wellbeing. Aspects that specifically relate to RSE are predominantly covered under the Relationships strands but are interwoven across the curriculum.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Governing Board

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see Parents' right to withdraw).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

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 headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE. At Wistaston this is specifically some elements of the Year 6 Relationships – Growing Up unit.

Requests for withdrawal should be put in writing following the letter guidance in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher and PSHE/RSE leader through: planning scrutinies, learning walks, work sampling and pupil voice. This policy will be reviewed annually. At every review, the policy will be approved by the governing board.



Appendix 1: Curriculum map

Wistaston Academy

PSHE, Citizenship and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Nursery	Throughout the year the children will learn the nursery daily routines and rules for the indoor (Rainbow) and outdoor provision. They will speak with confidence to new adults and friends and develop their confidence during group and circle times. Children will make new friends and develop relationships with other people. They will share toys and resources and learn how to take turns. Children will learn how to express their feelings and interests and how to deal with our emotions appropriately. They will learn to understand others needs and feelings and learn to how to care for each other and animals. They will learn how to deal with changes in a positive way e.g. transition into Reception.								
Reception	Being me in My World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing me			
	Autumn: Relationships (minimum 10 lessons)		Spring: Living in the Wider World (minimum 10 lessons)		Summer: Health and Wellbeing (minimum 10 lessons)				
	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online

Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different Environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid

Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Keeping safe in different situations, including responding in emergencies, first aid and FGM
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Appendix 2: By the end of primary school pupils should know

RSE expectations: primary

Taken from the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed.

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
- About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous).
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults (including that its not always right to keep secrets if they relate to being safe).

- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice (e.g. family, school, other sources).

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental
- Wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first-aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.



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Dear Parent/Carer,

Relationship and Sex Education

You will be aware that as part of your child's educational experience at Wistaston Academy, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education. This gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

The Department for Education made Relationships and Health Education compulsory in all primary schools back in September 2020.

Learning across the year groups for RSE:

Year 1

- Healthy, happy relationships focusing on the special people in their lives.

Year 2

- Human lifecycle - beginning to understand how we grow and change (puberty is not mentioned until key stage 2).
- Naming of the body parts (it is important that younger pupils know how to name their body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe).

Year 3

- What makes a good friend? Building on from what was learnt in key stage one about special people, looking at positive and healthy relationships. Looking at how they can solve problems arising in friendships.

Year 4

- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

Year 5

- To build on from what was learnt in year 4 with more support regarding puberty and the menstrual cycle.

Year 6

- Recap and review of puberty. Looking further into positive, healthy relationships and different kinds of relationships. Human reproduction and birth. Keeping safe looking into FGM (female genital mutilation).

It is important that there is an open conversation between parents and school to ensure that the children are given the best PSHE provision.

If you would like to discuss any issues relating to these lessons, or see any of the resources being used, please contact your child's class teacher. You do have a legal right to withdraw your child from the non-statutory elements of these lessons and should write to the school by **Monday 17th April** if this is your decision. However, we would appreciate you talking to your child's teacher and seeing the resources that will be used before you withdraw your child.

Miss Williams

PSHE and RSE Co-ordinator

