

# PSHE and RSE Procedure

Balfour Junior Academy



Approved by the Local Governing Body on: 27<sup>th</sup> April 2021

Last reviewed: March 2021

Next review due by: March 2022

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March 2021 – SMSC Lead

## **PSHE (Personal, Social and health Education) and RSE (Relationships and Sex Education) Curriculum**

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. [Government policy 2019]*

Balfour Junior Academy aims for all children to be well informed and educated around personal, social, health, relationship and sex education content appropriate for their age. The aim of the PSHE curriculum is to support teachers to deliver the relevant material. RSE will be integrated into the schemes of work of PSHE. We aim to ensure students have a positive experience when learning in PSHE lessons and can engage in active discussions to develop their understanding. PSHE is to be taught in weekly sessions and teachers will establish safe spaces for children to speak openly about topics that arise.

### **Curriculum ethos**

At Balfour Juniors, PSHE and RSE are led by the ethos and values of our school. Through our curriculum we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

### **Curriculum**

Balfour Junior Academy will be following the **PSHE Association's Programme Builder for PSHE Education – Question Based Model**. This programme of study has been chosen to give the children of Balfour Junior Academy opportunities for discussion and great depth questioning.

The PSHE Association states, "*The Department for Education's [statutory Relationships Education, RSE and Health Education guidance](#) sets out what schools must cover. This edition of the Programme of Study (updated January 2020) will support you to provide a comprehensive programme that integrates, but is not limited to, this statutory content.*

*The statutory guidance is comprehensively covered by learning opportunities for each key stage across the Programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World',*

*Even though much of ‘Living in the Wider World’ is not included in statutory requirements, this core theme is equally important. A high quality PSHE programme will also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.”*

### **PSHE Association Programme Builder for PSHE Education – Question Based Model**

Please follow the link below to view the content of the curriculum and what will be covered in each year group

<https://www.pshe-association.org.uk/system/files/1.%20Primary%20Programme%20Builder%20-%20Questions-based%20model.pdf>

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?	

Yearly overview– PSHE Association Programme Builder PSHE Education – Question Based Model.

*Staff must ensure that personal beliefs and attitudes do not influence the teaching of PSHE lessons. Staff should remain open minded and be knowledgeable on topics that are taught and allow children to develop their own attitudes and opinions. Staff should be aware that children should be able to discuss topics and issues but should remain aware of the Safeguarding policy and report anything they believe to be a concern. If staff receive any questions they are unsure how to answer, due to maturity, they should inform the child that they will get back to them and seek advice from the SMSC Lead or Phase Leader. Staff should be aware of lesson content and terminology and what is/isn't appropriate for each year group. Terminology should be explained well and ‘slang terms’ should not be used – for example in puberty topics.*

*Bethany Kember  
March 2021 – SMSC Lead*

## **Delivery**

We aim to provide an environment and atmosphere where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, a set of ground rules will be agreed by the class based on a school-wide template.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

## **Roles and responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

### **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/non-science 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.

### **Parental and Community Involvement**

Working with parents is a vital part of the whole school approach to SMSC (spiritual, moral, social and cultural development) Aspects of which are included in our home – school agreement. Parents are updated regularly with aspects of what their child is doing in school. Any new content of RSE will be shared with parents before it is delivered to children.

Parents will be given information on how to deal engage in conversation with their child about each topic alongside guidance from the PSHE Association on these topics.

Following government guidance, parents do not have the right to withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the lessons on sex education, you can ask that they are withdrawn. At primary school, the head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

If parents require more information about topics being delivered in PSHE lessons, they are to contact the SMSC Lead for more information about content and delivery.

### **Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and follow the school's safeguarding and child protection policy at all times. Teachers will draw their concerns to the attention of the Designated Safeguarding Lead (DSL) within the school using the usual school procedures. The DSL will then deal with the matter in consultation other professionals if required.

## **Monitoring and Review**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the SMSC Lead will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.