

Personal, Social, Health Education Policy including Relationships, Health and Sex Education.

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.

In Primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside how to be healthy.

These subjects [Relationships and Health Education] represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and other's well-being and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Secretary of State Foreword, DfE Guidance. (2019) pp. 4-5

Introduction

Our school values of happiness, enthusiasm, aspiration, respect and togetherness is a core thread that runs through all of our curriculum including our Personal, Social, Health education (PSHE) which is where we teach statutory Relationships and Health Education.

At Brookwood, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We include statutory Relationships and Health Education within our whole- school PSHE Programme.

Relationships Education should promote respect, love and care in relationships and be inclusive of difference.

Relationships, Health and Sex Education should enable children to learn about their bodies, give them an ability to recognise if other people make them feel uncomfortable or unsafe, and the understanding to report abuse and get help if needed. It should teach children how to be safe, and develop positive relationships, both on and offline.

Lots of children start puberty, or are aware of physical changes, before they leave primary school. It is important that children are supported to understand the physical and emotional changes that adolescence brings. They also need access to information that is factual and not misinformed from their peers or media.

Our PSHE Policy which includes Relationships, Health and sex education is informed by existing DfE guidance:

- Guidance: Relationship's education (Primary)
[Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-education-primary)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

The SCARF Programme is aligned to the PSHE Association Programmes of Study for PSHE.

How Personal, Social, Health education (PSHE) is taught at Brookwood Primary School.

Our chosen PSHE programme of study – SCARF (Safety, Caring, Achievement, Resilience & Friendship), which also includes Relationship and Sex Education, aims to equip our children with the knowledge, understanding, skills and strategies required to become healthy, independent and responsible members of the community.

Our curriculum intends to develop the whole child through carefully planned and resources lessons that foster children's knowledge and skills necessary to grow personally and socially, to protect and enhance their wellbeing, to stay safe and healthy, build and maintain successful relationships and become active citizens, who are able to responsibly contribute to society.

SCARF promotes a deep understanding of British Values, developing appreciation of others and their value, as well as build positive views of themselves.

All of the topics support social, moral, spiritual and cultural development and provide with appropriate and essential safeguarding knowledge to enable them to know they can ask for help.

The SCARF programme of study is fully in line with the learning outcomes and core themes of the PSHE Association Scheme of work. It covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. It also fulfils the requirements of the 2020 Statutory Relationship and Health Education which enables all pupils to build good, safe and healthy relationships.

SCARF provides Brookwood with an effective framework for children’s wellbeing. Children are enabled to develop the vocabulary, confidence and resilience to clearly articulate their thoughts and feelings within an environment that encourage openness, trust and respect and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community they are part of. SCARF actively supports our school which prioritises physical and mental health, providing pupils with the skills to evaluate their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

Our PSHE provision has a positive impact on the whole child, including their attainment and progress, by mitigating any social and emotional barriers to learning and build on their self-esteem. At Brookwood, we use SCARF as a tool to promote wellbeing, safeguarding and SMSC outcomes. We believe that through the effective delivery of the SCARF curriculum we enable pupils to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Whilst PSHE develops knowledge and skills that are used in other curriculum subjects and aspects of the school day, at Brookwood, PSHE is a planned, standalone subject and taught by class teachers.

We allocate one lesson per week to PSHE teaching. The amount of time spent teaching a lesson will vary depending on the age and development of the children.

Statutory Relationships Education (Years 1 – Year 6)

Relationships Education in primary schools must cover: ‘Families and people who care for me,’ ‘Caring friendships,’ ‘Respectful relationships,’ ‘online relationships’ and ‘Being safe.’ At Brookwood, all statutory outcomes for Years 1 – Year 6 are covered through SCARF.

Below is listed the main coverage of the Growing and Changing unit and relevant Science National Curriculum coverage. We also cover relationship education in other SCARF units, as well as in other areas of the curriculum such as computing and ICT.

	Year 1	Year 2	Year 3
SCARF Growing and Changing Unit Coverage	Name major internal body parts. Understand some of the tasks required to look after a baby; Identify things they could do as a baby, a toddler and can do now; Identify the people who help/ helped them at those different stages. Give examples of what they can do if they experience or witness bullying; Explain the difference between a secret and a nice surprise; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private and names we use for external genitals;	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone’s private belongings without their permission;	Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space Define the terms 'secret' and 'surprise'; Recognise how different surprises and secrets might make them feel;
Science National Curriculum Applicable to RSE	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each	Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Pupils should be

	<p>sense. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>exercise, eating the right amounts of different types of food, and hygiene. Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>	<p>introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p>
	Year 4	Year 5	Year 6
<p>SCARF Growing and Changing Unit Coverage</p>	<p>Describe some of the changes that happen to people during their lives; Understand how growing can have emotional as well as physical impact. Suggest reasons why young people sometimes fall out with their parents; Know who they could ask for help if they feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens (Girls only) Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls.</p>	<p>Use a range of words and phrases to describe the intensity of different feelings. Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Give examples of how individual/ group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; (Boys and Girls) Know what menstruation is and why it happens Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes Know where someone could get support if they were concerned about their own or another person's safety. Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p>
<p>Science National Curriculum Applicable to RSE</p>	<p>Not applicable</p>	<p>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. They should observe life-cycle changes in a variety of living things. 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. Pupils should draw a timeline to</p>	<p>Not applicable</p>

		<p>indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	
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Teaching children about puberty is now a statutory requirement and part of the Health Education ‘Changing adolescent body’ strand:

Pupils should know:

- 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.

At Brookwood, we use SCARF to teach these aspects of Health Education.

Parents **cannot** withdraw their child from these lessons. If parents have concerns, they are encouraged to speak to the class teacher and / or PSHE Curriculum Lead.

Parents and Carers’ and the right to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science), but not from relationships education at primary.

The only coverage in school which is non-statutory is part of the Making Babies lesson in Year 6. Although not statutory at primary, sex education is highly recommended by the Department for Education. We will have a parent information session prior to the Year 6 lesson so that parents are able to view the materials which will be used.

Whilst these lessons fit within the scheme of work, are age appropriate and factual, we understand that parents may have concerns about these aspects of the PSHE curriculum and wish to withdraw their child. We would encourage you to talk to the class teacher and / PSHE lead before withdrawing your child.

Communication with parents

For many aspects of PSHE parents are the prime educators and at Brookwood we recognise that we need to work in partnership with parents for the best outcomes for the child. It is our goal to build positive and supporting relationships with the parents of children at our school through working together, mutual understanding, trust and co-operation.

Dealing with Questions

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here and will adhere to safeguarding procedures. On occasions it may be considered that the people/person best placed to answer a pupil's question is their family and the school will liaise with the child's family appropriately.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the subject leader as part of the evaluation and monitoring process.

Pupils with SEND

Class teachers will assess the designed learning outcomes of lessons and support pupils with SEND to access the learning. This may be through adaptation or differentiation of resource, explanation, adult support or methods specific to that child.

Equality

The Equality Act (2010) requires schools to eliminate discrimination and to advance equality in the design of its policies and curriculum. It is essential that every child, regardless of their background, feels that the PSHE curriculum reflects them and is relevant to their needs.

At Brookwood we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Safeguarding

At the heart of PSHE teaching there is a focus on keeping children safe. Teachers will be aware that effective PSHE education, which develops understanding of a range of aspects, including healthy / unhealthy relationships, could lead to a disclosure or information that causes concern. In this case, Brookwood's safeguarding and child protection procedures would be followed.

Version	1
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