



Nova Primary School **PSHE/Relationships and Health Education Policy**

REVIEW LOG - Policy reviews as per the School's policy review schedule

Author	Reviewed by	Review Date	Next review due
Shabir Hemraj	SMT, Governors	November 2020	November 2021
Ruth Taylor	SMT, Governors	January 2022	January 2023
Megan Taylor / Ruth Taylor	SLT	Sept 2023	July 2026
	Academy Committee	Dec 2023	

Policy Introduction:

This policy was written by Megan Taylor, Pastoral & Safeguarding Lead, with Ruth Taylor PSHE Lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Nova Primary Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

At Nova Primary Academy we understand the importance of good quality PSHE education and the positive impact it can have on the learning, development and well-being of our children. It has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment and involvement of the school community as a whole. PSHE is embedded throughout daily life at Nova Primary Academy. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in Circle Time and in PSHE lessons.

The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, work and in the community. It should develop their ability to relate to others and work for the common good.

We aim to provide a secure and caring atmosphere where moral and spiritual values will be developed throughout the whole curriculum. We believe that by developing the 'whole person' we will enable individuals to lead a rewarding, satisfying and fulfilling life.

We use a PSHE Programme - SCARF PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. This policy, produced in conjunction with **Curriculum**, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

Legal requirements of schools:

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools:

We at Nova Primary Academy acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe

relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education, including Relationships Education, is provided and who is responsible for this:

At Nova Primary Academy we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Ruth Taylor, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children.

There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge

What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study.

Consultation with parents:

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum. Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by discussing the content taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will be informed through the school website about the content of the Relationships and Health Education taught in each year group. Phone conversations with class teachers can be arranged to discuss further if required. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Principles - The Philosophy of the School:

Our school philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. As part of our PSHE programme, the policy for Relationships Education is written in accordance with this philosophy.

We aim to:

- Raise children's self-esteem and confidence, especially in relationships with others
- Develop children's skills in language, decision making and assertiveness
- Help children gain access to information and support
- Enable children to participate in society and value self and others

Aspects of Relationship Education are taught as an integral part of PSHE provision from the Early Years Foundation Stage up to Year 6. In this way, children are able to develop their

ideas, knowledge and skills gradually and appropriately.

Curriculum Content:

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships,

puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

To support delivery of the PSHE Curriculum we use resources from the following additional agencies:

- Anti-Bullying Alliance
- NSPCC 'Speak Out Stay Safe'
- PSHE Association
- Cambridgeshire PSHE

We also use the following resources:

- SCARF PSHE Programme
- Votes for Schools
- NDCS 'Safe Pack'
- British Sign Language Hearing Impaired resources (SENDCO)
- Social skills board games
- Story books
- Teachers have the flexibility to utilise other relevant resources
- Medway Health Directorate resources.

Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum.

How PSHE education, including Relationships Education, is taught:

PSHE lessons are taught by their class teacher their timetabled fortnightly PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found at: [Nova Primary Academy - Safeguarding and PREVENT](#).

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead (Megan Taylor). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

How PSHE education is monitored, evaluated and assessed:

We use three methods of monitoring and assessing learning within PSHE at Nova Primary Academy:

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

SCARF Success

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

How the delivery of the content will be made accessible to all pupils:

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account SEND targets and needs individual children.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn

together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Parental concerns and withdrawal of students:

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the Headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in

order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Relationships Education (Statutory):

The focus of SCARF PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

SCARF PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of SCARF PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

SCARF PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively. Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In SCARF PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In SCARF PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Health Education (Statutory):

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from

appropriate sources. The following areas are covered in the Primary curriculum:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sensitive topics:

Puberty:

At our school Relationship and Health Education is set within the context of PSHE. This means that as our children reach puberty they will know that they will change and develop, and will have confidence in managing the physical and emotional changes. Our teachers will deliver the unit on puberty within Year 5 and develop this further in Year 6. The format for these sessions will be whole class teaching as well as single sex sessions, which will allow for more specific issues and questions to be addressed and dealt with. Boys and girls will be given factual information about the development and changes at puberty.

Menstruation:

The onset of menstruation for girls can be alarming if they are not prepared. At Nova Primary Academy, our Relationships and Health Education programme includes preparation for menstruation. We will make adequate and sensitive arrangements to help girls cope with the school environment and ensure that it is conducive to privacy when dealing with sanitary requests and disposal. Depending on the needs of the cohort and the preferences of our parents, we understand that it can be necessary to carry out the discussion on periods with the girls at the end of year 4 (see 'Puberty' above).

Sexual Identity and Sexual Orientation:

It is our aim to provide Relationships and Health Education that is relevant and sensitive to all of our children's needs. We acknowledge that many children will be aware of both

heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-bullying policy which explicitly refers to homophobic bullying.

Sex Education (Non statutory):

Within the statutory guidance document for Relationship and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information: "It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement." Our school has determined **that we need to** cover any additional content on sex education to meet the needs of our pupils.

We use the SCARF PSHE Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born. In addition, other resources will be used to supplement this teaching.

We consult parents prior to the commencement of this teaching and share the detailed content of what will be learnt through the SCARF PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents' right to withdraw from sex education:

Parents have the right to withdraw their children from our sex education lessons. Our head teacher/PSHE lead will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Our SCARF PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

In addition to the SCARF PSHE Sex Education unit, we also use appropriate resources provided by the PSHE Association, Medway Public Health Directorate and Cambridgeshire scheme of work.

Additional units covered by Nova Primary Academy:

SCARF PSHE Extremism and Radicalisation Unit

We use the SCARF PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2, we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

SCARF PSHE Substance Related Abuse Unit

We use the SCARF Substance Related Abuse Unit. This covers keeping safe, understanding some of the consequences of risk-taking, knowing some of the different forms addiction can take, the names of the most common drugs and how advertising influences our choices.

Other Topics Covered:

- Child Labour
- FGM
- Self-harm
- Knife Crime
- Peer on Peer Abuse
- Drugs

Flexible approach:

At Nova Primary Academy, we understand that PSHE teaching cannot always be confined to specific timetabled time. We appreciate that there are times in every class when sensitive issues will arise spontaneously through the children, which may require elements of the PSHE curriculum to be revisited or delivered with a specific focus. We believe that PSHE should be incorporated into areas of the daily curriculum through topics and through the delivery of other curriculum subjects. PSHE is therefore delivered within a whole school flexible approach which includes:

- Through dedicated curriculum time and stand-alone lessons.
- Through enrichment activities such as assemblies, educational visits and performances.
- Incidentally when an issue is raised by a pupil, or as an incident takes place.
- Through promotion of the ethos, atmosphere of the school.
- Through PSHE activities and whole school events (school fairs, fundraising charity days).
- Through pastoral care and guidance (including the school welfare team).
- Through visiting speakers.

Answering difficult questions:

Relationships and Health Education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any work, in addition to those already used in the classroom.

For example:

- No one (staff or pupil) will have to answer a personal question
- No one will be forced to take part in discussion
- Only the correct name for body parts will be used
- Meaning of words will be explained in a sensible and factual way

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, *we will use fiction, puppets, case studies, role play* to enable children to share ideas and opinions and to practise their decision making skills in a safe learning environment. There will also be an anonymous question box for children to submit questions to the teacher which can be dealt with as appropriate by the teacher.

Sometimes children will ask difficult or explicit questions in the classroom. At our school individual teachers will use their skills, discretion and knowledge of our children in these situations. Our guidance is to give answers that further develop knowledge and understanding, and direct home questions that may not be appropriate within the context of the Relationship and Health education programme. In discussion between school/health professionals and specific teachers, issues can be clarified according to the level of understanding within each year group.

Teachers will also refer to guidance documents on how to answer more challenging questions and understand when to communicate with parents, colleagues or when a situation may require safeguarding procedures.

Differentiation:

We understand that all children grow and develop at different rates and it is therefore important and necessary to offer lessons in personal hygiene, changes to the body, sexual relationships and the onset of periods at an earlier time for some of our children. We will offer a unit of work on puberty for children at the end of year 4 if deemed appropriate. This will be age appropriate material and differentiated to meet the needs of the children. These units will be repeated in the syllabus for years 5 and 6.

The school SENDCO has previously led PSHE for numerous years and is also part of a wider PSHE team comprising of the safeguarding lead. All teachers have been provided with training on catering PSHE lessons for SEND pupils and this progress is ongoing.

Equality and accessibility:

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people

- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

Confidentiality, Safeguarding and Child Protection:

As a school we feel it is important to state that teachers/health professionals cannot guarantee absolute confidentiality. We reassure children that if confidentiality has to be broken they will be informed first, while reassuring them that their best interest will be maintained and they will be supported appropriately. We have a clear and well-understood policy of confidentiality within our Safeguarding procedures. Any disclosures to staff or health professionals will be dealt with in accordance with these procedures (See Safeguarding Policy). We have strict procedures surrounding visitors in school and we will adhere to the appropriate guidance.

We recognise that because effective Relationship and Health Education may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report any disclosure to the designated person for child protection immediately.

Resources:

Alongside a fully comprehensive 3D PSHE curriculum, we are also a subscribed school member of the 'PSHE Association', which provides access to a wealth of up to date resources for teachers, as well as planning guidance and web-links and information for our parents and carers. There is a collection of PSHE books and stories which are available for teachers to access for their PSHE lessons. Additional resources and books are ordered and constantly updated through the PSHE budget.

We will also use many resources to support the delivery of Relationships and Health Education. These will include health professionals, storybooks, non-fiction and reference books, leaflets, teaching packs, extracts from videos, internet clips and the Cambridgeshire Scheme of work.

Agreed Core resources include:

- SCARF PSHE Programme
- Votes for Schools
- PSHE Association membership.
- NDCS 'Safe Pack'
- British Sign Language Hearing Impaired resources (SENDSCO)
- Social skills board games
- Story books
- Teachers have the flexibility to utilise other relevant resources
- Medway Health Directorate resources.

Teachers are a key resource and will be offered training to develop their own knowledge and skills in this area of the curriculum.

Dissemination of the Policy:

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Ruth Taylor.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Sources of Further Information

This policy has drawn on:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)

- Creating a PSHE education policy for your school, The PSHE Association (September 2018)

- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Nova Primary Academy Safeguarding and Child Protection policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and Inclusion policy
- DfE 'Keeping children safe in education' (2023)

Appendices – SCARF Learning Journey

Learning Journey Growing and Changing Early Years



Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others.

Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like.

Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.

NURSERY
When I was a baby

Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.

NURSERY
Girls, boys and families

RECEPTION
Life stages – plants, animals, humans

Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.

RECEPTION
Where do babies come from?

Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.

RECEPTION
Life stages: Human life stage – who will I be?


RECEPTION
Getting bigger

RECEPTION
Me and my body – girls and boys

Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.

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Learning Journey Growing and Changing Key Stage 1



Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.

Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.

Year 1
Taking care of a baby

Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.

Year 1
Then and now

Year 1
Keeping privates private

Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.

Year 2
My Body, your body

Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

Year 2
Haven't you grown?

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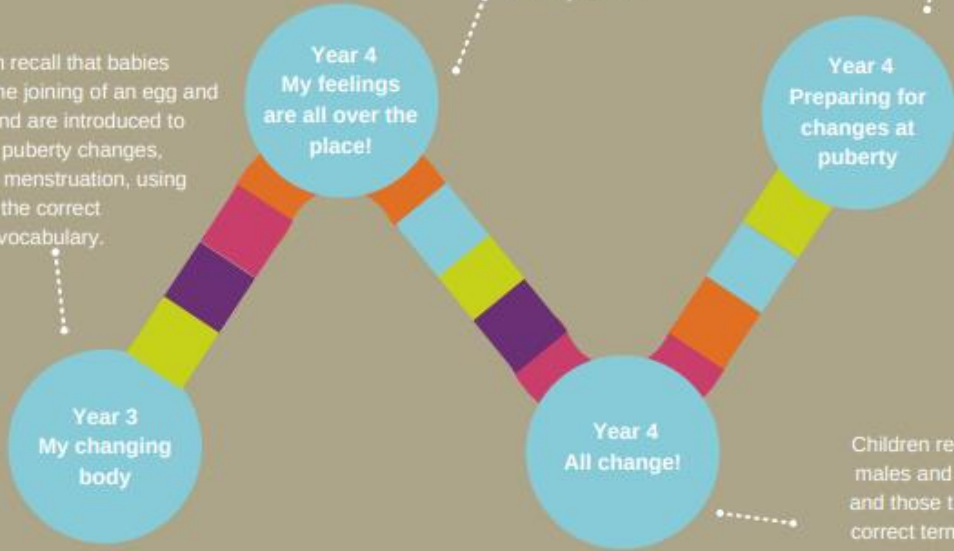
Learning Journey
Growing and Changing
Lower Key Stage 2



Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods and wet dreams occur, and how to manage both successfully.

Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.

Children recall that babies come from the joining of an egg and sperm; and are introduced to some puberty changes, including menstruation, using the correct vocabulary.



Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.

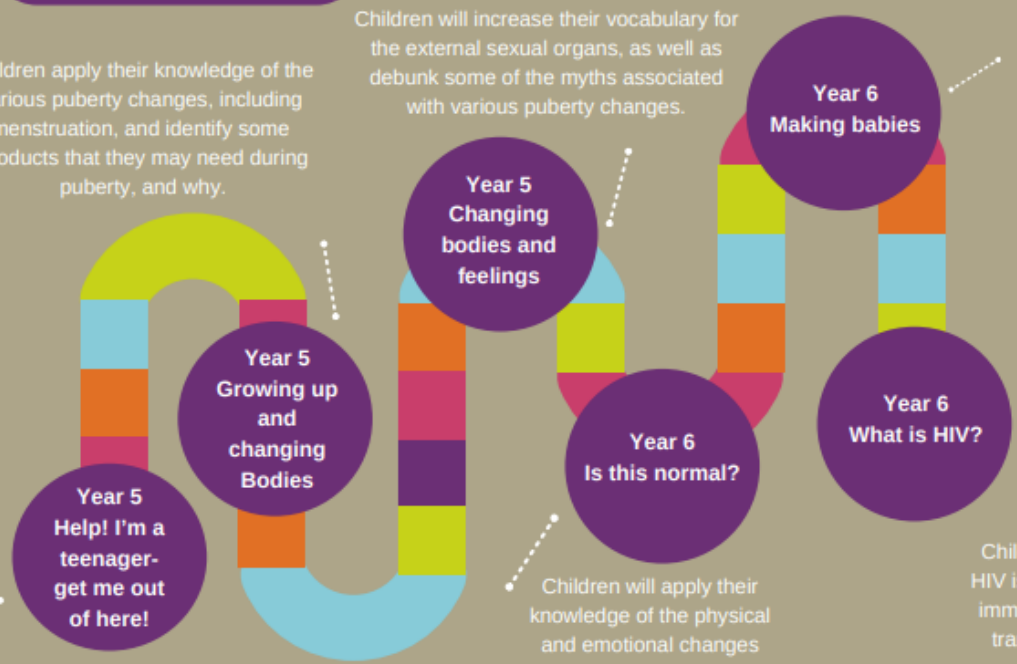
Learning Journey
Growing and Changing
Upper Key Stage 2



Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.

Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.

Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.



Children may also learn what HIV is, how it affects the body's immune system; and how it is transmitted and prevented.

Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.

Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.