



Mayfield Primary School

15. RSE/PSHE & Relationships Education



Our Vision. Our intention. Always start with why!

Valuing



Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



WHOLE SCHOOL POLICY FOR RSE

Mayfield Primary School

RSE/PSHE & RELATIONSHIPS POLICY for September 2022

Definition of RSE

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Pupils follow the direction set out in the DfE Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) 2019. This guidance states that pupils will cover;

By the end of Primary School:

Families and People Who Care For Me

Pupils should know:

- 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 from 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 recognised 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

Pupils should know

- 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know

- The importance of respecting others, even when they are 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 wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), 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

Pupils should know

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are 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 have never met.
- How information and data is shared and used online.

Being Safe

Pupils should know

- 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 it is 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 or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 and/or other sources.

Changing Adolescent Body

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.

Equal Opportunities Statement

Relationships Education, RSE and Health Education must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

Delivery of RSE/PSHE & Relationships Education

RSE is taught within the personal, social, health, economic (PSHE) education curriculum and it is firmly embedded in all areas of the curriculum.

RSE is normally delivered by the class teacher/school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make e.g. First Aid is delivered to our pupils by qualified first aiders.
- All visitors are familiar with and understand the school's RSE/PSHE & Relationships policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.



RSE/PSHE & RELATIONSHIPS CURRICULUM COVERAGE

At Mayfield Primary School, we use the PSHE Association Guidance, which is enhanced with bespoke resources from the FPA (Family Planning Association) and I Decision online learning resources. The tables below outline the coverage of the RSE/PSHE & Relationships curriculum from years EYFS-6 within 3 strands as identified by the leadership team. **Strand 1** is our **Online Safety Curriculum**. **Strand 2** is our **'Thematic Curriculum'** overview. **Strand 3** is our **'Reactive/Responsive Curriculum'**, which is delivered at key points over the year to different groups or cohorts of pupils on a needs basis. We have also identified further theme related opportunities for debate and discussion within our seven year curriculum.

STRAND I - ONLINE SAFETY



Mayfield Primary School Curriculum Documents



COMPUTING/PSHE & RELATIONSHIPS STRAND 1: ONLINE SAFETY YEARLY OVERVIEW			
EYFS	AUTUMN 1 To identify computers in everyday lives. To discuss how computers make our lives easier.	SPRING 1 Children are aware that they can use the internet to play and learn supported by a trusted adult/teacher.	SUMMER 1 Children know that they can use the Internet to communicate with family and friends.
	AUTUMN 2 To discuss what can be done online. Discuss how to stay safe online.	SPRING 2 Children begin to understand the difference between real and online experiences.	SUMMER 2 To begin to understand the importance of keeping information private and how this might be done.
YEAR 1	AUTUMN 1 Children understand that they can find a range of information on the internet.	SPRING 1 Children know what to do if they find something inappropriate online.	SUMMER 1 Children know what is meant by personal information and develop awareness of why it is special.
	AUTUMN 2 Children are able to navigate age appropriate website.	SPRING 2 Children know that the Internet can be used to communicate with other people.	SUMMER 2 Children to know what a digital footprint is and how this can impact on our safety online.
YEAR 2	AUTUMN 1 Children use the internet purposefully to answer specific questions.	SPRING 1 Children know the difference between communicating via email and online in a discussion forum.	SUMMER 1 Develop awareness of relevant e-Safety issues and understand that personal information is unique to them.
	AUTUMN 2 Children know that not everything they encounter on the internet is true.	SPRING 2 Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks.	SUMMER 2 Identify characteristics of people who are worthy of their trust.
YEAR 3	AUTUMN 1 Children develop strategies for staying safe when using the Internet.	SPRING 1 Children begin to use a range of online communication tools, such as forums, email and polls in order to formulate, develop and exchange ideas.	SUMMER 1 Children safely use the Internet for research and follow lines of enquiry.
	AUTUMN 2 Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.	SPRING 2 Children develop awareness of online protocols, in order to stay safe on the web.	SUMMER 2 Children understand the function of a search engine and the importance of using correct search criteria.
YEAR 4	AUTUMN 1 Children use the internet as a resource to support their work and begin to understand plagiarism.	SPRING 1 Children use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums.	SUMMER 1 Children are aware of the need to develop a set of online protocols in order to stay safe online.
	AUTUMN 2 Children know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.	SPRING 2 Understand and abide by the school's acceptable use policy.	SUMMER 2 Children develop awareness of relevant e-Safety issues.
YEAR 5	AUTUMN 1 Children develop their online set of protocols in order to keep safe online.	SPRING 1 Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness.	SUMMER 1 To create a strong password and the importance of keeping it private. To know to use a different password for different sites. To know not to use predictable information about them as their password.
	AUTUMN 2 Children recognise inaccuracy and bias on the web and evaluate websites for their validity.	SPRING 2 Children understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school.	SUMMER 2 To customize privacy settings and know the importance of keeping settings private e.g., location services.
YEAR 6	AUTUMN 1 Children confidently and competently use the Internet as a tool for research and critically evaluate websites for their use.	SPRING 1 Children are aware of copyright issues and know that not all resources they find on the Internet are legal to use or copy (even if sources are acknowledged)	SUMMER 1 Evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online.
	AUTUMN 2 Children know that not all information they find on the Internet is accurate or unbiased and develop strategies for identifying the origin of a website.	SPRING 2 Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school.	SUMMER 2 To discuss different ways to respond to bullying. To interpret emotions behind texts and messages.



STRAND 2 – THEMATIC OVERVIEW



Mayfield Primary School Curriculum Documents



PSHE & RELATIONSHIPS STRAND 2: THEMES OVERVIEW	Autumn	Spring	Summer
EYFS	RELATIONSHIPS Belonging to a family. Know that not every family is like mine. Know who looks after me and talk about them positively. Show understanding of other types of celebrations and beliefs.	LIVING IN THE WIDER WORLD Know about my wider community and how rules keep me safe. Show an awareness of jobs in the community and how these might help me. Begin to think about how we can look after our world and everything that is in it.	HEALTH AND WELLBEING Recognising what a healthy lifestyle means including staying safe. Managing my feelings and those of others. Looking after my teeth.
Year One	Toy Story RELATIONSHIPS Roles of different people; families; feeling cared for. Recognising privacy; staying safe; seeking permission. How behaviour affects others; being polite and respectful.	St Annes in Bloom LIVING IN THE WIDER WORLD 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.	Travels & Tales HEALTH AND WELLBEING 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 Two	Animal Kingdom RELATIONSHIPS 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.	Desert Island Champions LIVING IN THE WIDER WORLD 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.	Kings, Queens & Castles HEALTH AND WELLBEING 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 group. Safety in different environments; risk and safety at home; emergencies.
Year Three	A Roman Invasion RELATIONSHIPS 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.	Clash of the Titans LIVING IN THE WIDER WORLD 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.	Superb Structures HEALTH AND WELLBEING Health choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks. Risks and hazards; safety in the local environment and unfamiliar places.
Year Four	The Power and The Rose RELATIONSHIPS Positive friendships, including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online. Respecting differences and similarities; discussing difference sensitively.	Passport to New Europe LIVING IN THE WIDER WORLD What makes a community; shared responsibilities. How data is shared and used. Making decisions about money; using and keeping money safe.	Valley of the Kings HEALTH AND WELLBEING 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 Five	Gods & Legends RELATIONSHIPS Managing friendships and peer influence. Physical contact and feeling safe. Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Amazon Adventure LIVING IN THE WIDER WORLD 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.	Victorians-on-Sea HEALTH AND WELLBEING 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; using first aid.
Year Six	We All Stand Together RELATIONSHIPS 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.	Modern Olympic Heroes LIVING IN THE WIDER WORLD Valuing diversity; challenging discrimination and stereotypes. Evaluating media sources; sharing things online. Influences and attitudes to money; money and financial risks.	Bring Me Sunshine HEALTH AND WELLBEING 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.

STRAND 3 – RESPONSIVE/REACTIVE CURRICULUM



Mayfield Primary School Curriculum Documents



PSHE & RELATIONSHIPS STRAND 3: RESPONSIVE			
	NSPCC Speak out. Stay safe. Online.	AFC FYLDE 'Our Time'	LANCS FIRE RESCUE Fire Safety KS1/KS2
	BRITISH TRANSPORT POLICE Railway Safety	LANCASHIRE PREVENT Understanding Signs	BARNARDO'S Young Carers Dealing with Bullies
	Peer on Peer Abuse (KCSIE2 Agenda) School Based Approach	PLAY THERAPY Cuff and Lacey Anger Management	Data Protection Age Appropriate Apps School Based Approach

Any effective PSHE & Relationships must have a responsive strand that can be drawn upon and deployed when required at short/little notice. Above is our current response strand. This is constantly reviewed, revised and added to by the PSHE & Relationships leadership.

The continued mental well-being effects of Covid-19 and the restrictions placed upon our children's lives form part of this responsive offer. The response will always be bespoke to each year group both in content and nature.

PSHE & RELATIONSHIPS: FURTHER THEME OPPORTUNITIES FOR DEBATE & DISCUSSION			
Early Years & Key Stage One: Local Study in History & Geography Discussion upon the role we can play in understanding, sustaining and improving our community.	Year 3: A Roman Invasion Slavery in Roman times and asking whether this still occurs today. Year 3&4: Clash of the Titans, Passport to New Europe Considering what migrants to our shores could bring both in the past and present.	Year 5: Amazon Adventure Climate Change & Our Role Year 5: Victorians-on-Sea The depiction of people for entertainment purposes i.e. skin colour, height, class. Year 6: Olympic Heroes Studying sporting achievement in the face of discrimination and inequality.	



Withdrawal

Parents/Carers cannot withdraw their children from the statutory National Curriculum relationships education and health and well-being lessons. This content will be taught in our weekly PSHE sessions. However, they have the right to withdraw their children from all or part of the sex and relationships education provided at school. Those parents/carers wishing to exercise this right are invited to discuss this with the Head teacher or Deputy Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. A letter to parents is sent before the start of the topic.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL's before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Safeguarding Pupils

The school has a separate Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues and staff should follow procedures to report their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead/DSLTeam if they are concerned.

Sexual Identity and Sexual Orientation

Mayfield Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality (LGBT) and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue, to reassure them of the content and context.

Monitoring Arrangements

The delivery of RSE/PSHE & Relationships is monitored by SLT and the PSHE Lead through:

- Learning Walks
- Monitoring of PSHE Big Books
- Lesson Observations
- Pupil Discussions
- Staff Discussions

Review of Policy

This policy will be reviewed by the PSHE Subject Lead annually. At every review the policy will be ratified by the governing body.