



# Timothy Hackworth Primary School

**‘Respectful and resilient; being the best that we can be.’**

## **Personal, Social, Health and Economic Policy**

**Incorporating**

### **Relationships Education**

**(including Relationships and Sex Education)**

CRC Article 29: All children have the right to be the best that they can be.

CRC Article 19: All children have the right to be safe.



Date policy approved/adopted	<b>November 2023</b>
Next review date	<b>November 2024</b>
Approved by:	<b>Governing Body</b>
Head Teacher signature:	<i>Mrs. L. Boulton</i>
Chair of Governors signature:	<i>Mrs. P. Crook</i>

**Personal, Social, Health and Economic Policy**  
**Incorporating**  
**Relationships Education**  
**(including Relationships and Sex Education)**

CRC Article 28: All children have the right to learn.

CRC Article 29: All children have the right to be the best that they can be.

CRC Article 19: All children have the right to be safe.

CRC Article 24: All children have the right to be healthy.

**Date of Policy:** November 2023

**Review Date:** November 2024

**Subject Lead:** Mrs. J. Slattery – Deputy Head Teacher

**Timothy Hackworth Primary School is a member of the PSHE Association**

**Governor for RSE:** Mrs. C. Mulley

**Governor for Rights Respecting Schools and British Values:** Mrs. N. Nixon

**Governor for Safeguarding, including Online Safety:** Mrs. P. Crook

**Governance for PSHE:** Mrs. C. Shepherd and the Curriculum and Standards Committee

**Our Governing Body**

The Governors above liaise with the relevant Subject Leads on a regular basis.

The Governing Body will provide support and challenge and are kept up to date with developments in PSHE (including Rel. Ed. and RSE) through meetings with the PSHE Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

## **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

## **Mission Statement (Written by children)**

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Timothy Hackworth Primary School Values**

Ours is a happy school with high hopes and ambitions for all of our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

## **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **This policy was developed in response to:**

- Children and Social Work Act (2017);
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department of Education September 2020);
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act 2010 and schools;
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013);
- Special Educational Needs and Disability code of practice: 0-25 years, 2020;
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015);
- Keeping Children Safe in Education (KCSIE) (DfE, 2023)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018);
- Review of Sexual Abuse in schools and colleges, Ofsted June 2021.

### **This policy should be read in conjunction with our Respectful Relationships Policy (Behaviour Policy).**

This policy should also be considered alongside the following:

- Online Safety Policy;
- Subject Policies: Physical Education, Science, Maths, Design and Technology and Religious Education Policies;
- Anti-bullying Policy;
- Safeguarding Policy (including child sexual exploitation);
- Equality and Diversity Policy and Equal Opportunities Policy;
- SMSC Policy;
- British Values Policy;
- Mental Health and Wellbeing Policy;
- Alcohol and Substance Misuse Policy.

**All policy and practice in Timothy Hackworth Primary School respects children's dignity.**

### **The Consultation Process Has Involved:**

- a review of the RSE curriculum content with staff and the RRS Steering Group;
- consultation and engagement with governors, staff, parents and carers;
- consultation with the wider school community e.g. school nurse and the Education Development Service;
- consultation, agreement and implementation of the policy by school governors.

### **Entitlement**

This PSHE, Relationships Education (including RSE) Policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum

and wider curriculum, appropriate to their abilities and maturity in tandem with the school's relentless focus on high standards and expectations of all pupils.

## **What is PSHE (Personal, Social, Health and Economic Education)?**

**Personal, Social, Health and Economic Education** is central to our school's rights respecting ethos (Gold Level), supporting children in their development and underpinning learning in the classroom, in school, and in the wider community. PSHE enables children to become healthy, independent and responsible members of society. PSHE provides children with the knowledge, skills and attributes that they need in order to keep themselves safe and healthy, develop respectful and stable relationships, and to be prepared for life in modern Britain and the world of work. It develops skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. PSHE provides a strong contribution to Personal Development, Character Education and to the development of Cultural Capital.

## **What Is Relationships Education? (Including Relationships and Sex Education)**

**Relationships Education (Rel Ed)** provides the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships both on and offline, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

**Health Education – Physical Health and Mental Wellbeing** is about understanding the characteristics of good physical health and mental wellbeing, including menstrual well-being. Enabling pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, to tackle and reduce stigma is very important. All pupils should be prepared for changes to the adolescent body that they and their peers will experience.

All RSHE and the key topics of Physical Health and Mental Wellbeing sit within the wider programme of Personal Development and links are made to other key policies and areas of the curriculum.

There should be a clear progression in what is taught from Rel. Ed. in primary school through to RSE in secondary school.

Relationships Education and Health Education are statutory.

## **Principles and Values**

In addition, Timothy Hackworth Primary School believes that Relationships Education and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life;
- be an entitlement for all pupils in our care;

- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn;
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and an acceptance of diversity;
- encourage pupils and staff to share and listen to each other's views and acknowledge the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other;
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment;
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times;
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

### **Relationship Education (Including Relationships and Sex Education) in Timothy Hackworth Primary School has three main elements:**

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, kindness, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

#### **Personal and Social Skills**

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice and discrimination (including homophobic, bi-phobic and transphobic prejudice).
- Showing respect for those who share the Protected Characteristics.
- Developing an appreciation of the consequences of choices made.
- Managing conflict resolution, with families, people they care for and are there for them, and friendships.
- Empowering pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers and adults, including online.

- Learning how to report concerns or abuse, including 'child on child' abuse, and having the vocabulary and confidence needed to do so.
- Learning to actively seek, ask and recognise consent from others, including sexual consent. Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- Learning and understanding the role of a friend; understanding how to form, maintain, and have positive healthy friendships (on and offline).

### **Knowledge and Understanding**

- Know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other contact.
- Know the key facts about puberty and the changing adolescent body, which is relevant for all pupils, particularly from the age of 9 through to age 11, including physical and emotional changes. (Health Education).
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education).
- Learning about human reproduction, sexuality, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.

### **Our Intent, Implementation and Impact in PSHE, Relationships Education and Relationships and Sex Education**

#### **Aims/Intent of PSHE (including Rel. Ed. and RSE), (See 'The Timothy Hackworth Child' Appendix 1)**

As part of our Gold Level Rights Respecting School, our intent is to ensure that each child reaches their full potential, academically, socially and emotionally. We aspire to ensure that all children have the aspiration and the opportunity to develop to be the best that they can be. We want our children to know their rights (Convention on the Rights of the Child) and to respect these rights and the rights of others both locally and globally. We want our children to be confident, to know how to stay safe (on and offline) and to be healthy, both physically and mentally. We want our children to develop a clear set of human values, to be independent, to be socially and emotionally literate and to be able to develop positive, stable and loving relationships. We aim for our children to develop into well-rounded, global citizens.

Our intent is to enable children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal;
- develop a clear set of values and attitudes, including respect, honesty, empathy and kindness and establishing a strong moral code and keeping to it;
- value themselves as unique human beings, capable of spiritual, moral, social, intellectual and physical growth and development;
- know how to stay safe both offline and online and where to get help;

- develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard;
- demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners;
- learn to live and enjoy a healthy lifestyle, both physically and mentally;
- develop an active role as a member of a family and of the wider community;
- understand the principles of our society and democracy;
- value their role as a contributing member of a democratic society;
- respect the letter of the law and encourage others to do so.

Our Rel Ed and RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive, stable, loving relationships;
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others, respect individual conscience and have the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within personal relationships;
- avoid being pressured into uncomfortable or dangerous situations, including online sharing;
- communicate effectively by developing the appropriate language for sex and relationships issues;
- have an understanding of permission seeking, refusal and consent;
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment and community;
- develop an awareness and understanding of their evolving sexuality and gender identity;
- challenge sexism and prejudice, which is inclusive to all children and young people;
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation;
- understand how to face risks and make sound decisions;
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **Implementation**

### **Organisation and Content of PSHE, Relationship Education (including Relationships and Sex Education)**

**(See the following Subject Overviews available on the School website: PSHE, Rel. Ed (incl. RSE); Computing and Online Safety; Physical Education; Science; Design and Technology; Religious Education; and Mathematics)**

At Timothy Hackworth Primary School, we place great importance on the curriculum for PSHE, Rel. Ed. (including RSE) including a focus on Spiritual, Moral, Social and Cultural (SMSC) learning and also on the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The specific PSHE, Relationships Education (including Relationships and Sex Education) lesson objectives are planned across the year in PSHE, Physical Education, Online Safety,



Science, Religious Education and Design and Technology to meet the needs of our children. There are three broad themes: Health and Wellbeing; Relationships; and Living in the Wider World. Knowledge and skills are repeated in a 'spiral' programme over the different year groups in an age-appropriate way and to match the maturity of the children, as well as ensuring their starting points are taken into account, to ensure that the children know more and remember more and develop and consolidate the necessary knowledge, skills and understanding they require. PSHE is taught from a positive stance.

The subject is taught in a variety of ways including: within timetabled lessons for PSHE; in lessons across the curriculum, for example, Online Safety lessons and Science lessons where clear PSHE objectives are planned for; in lessons across the curriculum where our ethos pervades, for example, in literature, Art and Music; in 'Let's Think; Let's Talk' where children discuss and debate current affairs; in 'Family Groups' where children learn about children's rights; as part of our Gold Level Rights Respecting School Award whole school ethos, and hence, as an integral part of every school day; through our Respectful Relationships approach to behaviour; through behaviour systems, for example, the use of Zones of Regulation and Restorative Approaches; through our focus on Learning Powers and Growth Mindset; as part of our involvement in Educate and Celebrate and Pride in Inclusion Award which promotes an understanding of diversity, equality and LGBT+ equality; through assemblies led by school and visiting local clergy; through our Forest School; through extra-curricular opportunities such as Gardening Club and Board Games Club; and through a wealth of organised events, visits and projects, for example, Show Racism the Red Card, Anne Frank Workshops, NSPCC Speak Out and Stay Safe, visits to The Safety Carousel, the Red Box Project, Fair Trade events, Red Hand Day for Child Soldiers, the Send My Friend to School Campaign, the Unicef Outright campaign, and charity events such as Jeans for Genes Day and Children in Need.

Economic Education is taught within timetabled lessons and there are a number of events which take place annually, for example, My Money Week and Enterprise Events.

We place importance on ensuring that pupils are prepared for the next stage of their education and also, looking further ahead, for the world of work. We provide opportunities for transition for children of all ages within school and with local Secondary schools for our Year 5 and Year 6 pupils, including the organisation of enhanced transition for children who need it. We hold a Careers Fayre annually for Year 5 and Year 6 pupils. We help to prepare children for the world of work in a wide variety of ways. Some examples of this are: through a focus on attendance, uniform and preparedness; through the development of resilience and resourcefulness; and through the development of human virtues, for example, respect, honesty and kindness. We provide children with many opportunities to meet people from different professions, for example, authors, the police, health professionals and scientists.

We place great importance on the CRC Article 12: All children have the right to be listened to and to be taken seriously. Pupil voice is held in high regard at Timothy Hackworth Primary School. Every individual is able to be heard but there are also a number of organised groups to enable pupil voice to be heard more formally, for example, the Junior Leadership Team (RRS Steering Group), the School Council who take part in the Citizenship Challenge Award annually, the Attendance Working Party, Digital Leaders, Restorative Peer Mediators, Anti-bullying Focus Group and Junior Road Safety Officers.

Our school has a responsibility to help create and nurture a positive school culture. It is vital this is reflected in our teaching and our children experience positive healthy relationships in our school with their peers and school staff. We recognise the importance of role modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive environment for all, with a consideration for those with a protected characteristic.

## **Personal, Social and Emotional Development in the Early Years (PSED)**

PSED is crucial in the Early Years as it underpins all learning. PSED is a Prime Area in Early Years and has three Early Learning Goals within this: Self-Regulation, Managing Self and Building Relationships. There are links across the EYFS curriculum to Physical Development, Knowledge and Understanding of the World and Expressive Arts and Design.

The Characteristics of Effective Learning are also fostered through PSED. The children are learning about Playing and Exploring as they engage in activities that they select for themselves; this in turn develops their positive disposition to learn, builds confidence and self-esteem. Active Learning is encouraged, as the children develop necessary skills which enable them to be fully involved with tasks, stay motivated and maintain concentration as they 'keep on trying', in order to achieve what they set out to do. Creating and Thinking Critically encourages the children to practise ways of solving problems, helping them to feel capable of responding to challenges.

The Early Years Team are fully committed to children in the 2 Year Olds Provision, Nursery and Reception understanding their rights. They introduce to the children an understanding that they need to respect their own rights as well as the rights of others. There is a focus on the following CRC Articles: Article 19 - All children have the right to be safe; Article 24 - All children have the right to be healthy; Article 28 - All children have the right to learn; Article 29 - All children have the right to be the best that they can be; and Article 31 - All children have the right to play and relax. When working with the youngest learners, the language is kept as simple as possible but repetition is vitally important. The more the children hear about rights, the more they will remember them.

PSED in our EYFS is crucial as it enables children to develop the skills that they need to make progress in learning and also so that children can lead healthy and happy lives. The environment within our EYFS is supportive, warm and caring so that children can develop their understanding of positive relationships. Within the Early Years, the children learn through child-initiated play and through teacher led activities. Activities develop children's spiritual, moral, social and cultural knowledge and understanding. PSED is continually taught throughout every day in our EYFS. It is inherent in practice and provision.

Children are given a wide range of opportunities to develop their confidence and self-awareness. They are encouraged to try out new things, take risks, share their ideas and opinions, talk about what they are good at and what they need help with, and speak in a range of different contexts. They are supported to show resilience when learning new skills and tackling tricky activities on their journey to be the best that they can be. Children learn about their feelings and how to manage these. There is an emphasis on building friendships and learning to share and take turns. The children's knowledge about the right to be safe is enhanced through many first hand experiences, for example, they are involved in meeting a wide variety of people within the local community that help to keep them safe. Food preparation activities and access to daily healthy snacks, including bagels, fruit and water, help lay the foundations for eating a healthy diet. Regular, timetabled physical activities help to embed the children's understanding of taking regular exercise in order to be healthy and indeed stay healthy as they grow. Children in the EYFS experience regular Forest School sessions. Caring attitudes and empathy for each other is fostered as the children play and learn together, sharing experiences and having fun on a daily basis.

## **Organisation and Content of Relationship and Sex Education**

**(For specific RSE content see: 'Lucinda and Godfrey' content Appendix 2 ; Statutory National Curriculum for Science Appendix 3; and Statutory Relationships and Health Education [Changing Adolescent Body] Appendix 4)**

Timothy Hackworth Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme, 'Lucinda and Godfrey' and Science lessons in Early Years Foundation Stage, KS1 and KS2. Respectful relationships are also embedded through our Rights Respecting ethos and behaviour systems, e.g. Restorative Approaches and Zones of Regulation. As an Educate and Celebrate school, aspects of Relationships Education will be embedded throughout the curriculum.

Much of the Relationship and Sex Education (RSE) takes place within PSHE lessons. Teachers may deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the Relationship Education topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year group.

We aim to provide balanced factual information about the changes that happen emotionally and physically as humans grow up, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. We will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. We will use the correct names for parts of the body in every year group, e.g. penis, testicles, breasts and vulva. The correct terms help children to report abuse, and as a school, using the correct terms for the parts of the body strengthens our approach to safeguarding children.

Any Rel. Ed./RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as 'ground rules', are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Advice is available from the PSHE Lead and Head Teacher should it be required. Children whose questions go unanswered may turn to inappropriate sources of information, therefore, those individual questions that require a more detailed response will be provided as appropriate.

More expert or specialist teachers and other professionals may support staff with teaching certain aspects of the Rel. Ed./RSE curriculum. Support and professional development will be provided for staff, so that they can develop their confidence in delivering the whole of the Rel. Ed./RSE programme.

## **Relationships and Sex Education**

### **Working with parents and carers and the wider community**

At Timothy Hackworth Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents and carers are the first educators of their children. Therefore, we will ensure that we work closely with parents and carers to ensure they are aware of what is taught and when. This policy and information on what will be taught and when, will be freely available on our school's website for parents and

carers to access. The policy is regularly updated and is continually available to parents on our website. Parents' and carers' attention is drawn to the policy annually and they are welcomed to discuss the policy if they wish to.

Letters are sent to parents prior to specific Relationships and Sex Education lessons for pupils in Year 5 and Year 6 to inform parents about when the lessons will take place, who will be delivering them and outlining the content of lessons. Parents are invited to look at any of the resources used and are also invited to have a conversation with the PSHE Lead, Head Teacher, Pupils and Families Intervention Support Lead or class teacher in relation to any concerns that they may have.

### **Pupils' right to be excused from Sex and Relationship Education**

Relationship Education and Health Education are statutory. The National Curriculum subject of Science is also statutory.

Sex Education is not statutory in Primary schools.

Some parents prefer to take responsibility for Sex Education. They have the right to excuse their children from all or part of the sex education delivered as part of Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Pupils cannot be excluded from any part of Relationships Education, including content in relation to LGBT+.

All of the content we teach at Timothy Hackworth Primary School is statutory except for one Y6 lesson: *Lucinda and Godfrey - Lesson 3: To be aware that not all information is accurate. How does a baby start? (including dispelling myths about conception and contraception)*. This is the only lesson that children can be excused from.

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher or Deputy Head Teacher (PSHE Lead) at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

If, after a conversation with the Head Teacher or PSHE Lead (Deputy Head Teacher), the parent decides to withdraw their child from the sex education lesson, then a record will be kept giving parental reasons why their child was withdrawn.

### **Menstrual Products**

Timothy Hackworth Primary School has signed up to the Government's free period product scheme and is a member of the Red Box Project. Menstrual products are freely available for children in school. Our Pupils and Families Intervention Support Lead (PFISL) holds discussions with girls in Upper Key Stage 2 about menstruation and the support that is available. Younger pupils discuss this as the need arises. Parents are informed about the scheme in newsletters and can discuss any concerns with our PFISL. Our RSE Governor is very active in making community links to source additional period products and other items, for example, spare underwear, baby wipes and tights.

## **Impact**

The impact of our school approach will enable pupils to:

- know their rights and know that these are universal, inherent, unconditional, inalienable (cannot be taken away) and indivisible (all rights equally important);
- show respect for themselves and others;
- demonstrate tolerance for others and their differences and be able to treat all people as equal;
- develop a clear set of values and attitudes, including honesty, empathy and kindness;
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- value themselves as unique human beings, capable of spiritual, moral, social, intellectual and physical growth and development;
- have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within personal relationships;
- avoid being pressured into uncomfortable or dangerous situations;
- communicate effectively by developing the appropriate language for sex and relationship issues;
- have an understanding of permission seeking/consent;
- develop awareness of their evolving sexuality and gender identity;
- challenge sexism and prejudice, which is inclusive to all children and young people;
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation;
- understand how to face risks and make sound decisions;
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary;
- know how to stay safe both offline and online and where to get help;
- develop their varied abilities and talents fully, set achievable goals, learn to work and try hard;
- demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners;
- know how to live and enjoy a healthy lifestyle, both physically and mentally;
- develop an active role as a member of a family and of the wider community;
- understand the principles of our society and democracy;
- value their role as a contributing member of a democratic society;
- respect the letter of the law and encourage others to do so.

## **Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend for our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Head Teacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive Relationships Education and Relationship and Sex Education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected.

Additional support will be provided for children who have particular needs in relation to PSHE. Our Pupils and Families Intervention Support Lead (PIFSL) is available for children and parents to discuss any areas of concern. Our PFISL provides daily support for children facing challenges.

Place2Be counsellors are on site for two days a week to provide additional support for pupils and families. They provide a lunch time 'drop-in' session for children who need to talk. The Piece of Mind team are also available to offer support to parents.

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate adaptation and personalisation where this is required. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

Every registered SEND pupil in school accesses a SEND Support Plan, which identifies individual targets and details the support in place to enable pupils to access PSHE, Relationships Education (including Relationships and Sex Education).

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

### *More Able Pupils*

The PSHE Lead will promote the following key strategies for maximising progress and enabling learners to meet their full potential:

- the use - by all - of open ended questioning where a learner's first response may then be further developed and so encourage deeper thinking;
- valuing a growth mindset;
- encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes;
- praising high levels of effort, progress and attainment whilst making sure that a focus on next steps is a valued part of the ongoing learning process.

### *Gender, Identity and Sexual Orientation*

We aim to deal sensitively and honestly with regard to sexual orientation, gender or trans identity and answer appropriate questions and offer support. Young people, whatever their developing gender identity and sexuality, need to feel that relationships education is relevant to them.

## **Confidentiality and Safeguarding**

**Designated Safeguarding Lead and Online Safety Lead: Mrs. L. Boulton, Head Teacher**

**Deputy Designated Safeguarding Lead and PSHE Lead: Mrs. J. Slattery, Deputy Head Teacher**

**Deputy Designated Safeguarding Lead: Mrs. K. Kozlowski, SENDCO**

**Deputy Designated Safeguarding Lead: Mrs. B. Mathwin, Attendance Officer**

**Deputy Designated Safeguarding Lead: Mrs. N. Nixon, Pupil and Families Intervention Support Lead**

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class agreement pupils are informed, and it will be reinforced to make sure that all pupils understand.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated Designated Safeguarding Lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership protection procedures <https://durham-scp.org.uk/> with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'.*

## **Child on Child abuse/sexual harassment and violence and RSHE**

Our school recognises that children are vulnerable to and capable of abusing their peers, including sexually. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our Safeguarding Policy and Part five of Keeping Children Safe in Education 2023. Our school is committed to taking a proactive and preventative approach to all abuse in schools and is committed to protecting children from harm. All staff will maintain an attitude that 'it could happen here'. In an age and stage appropriate way topics such as **consent and permission seeking (on and offline), safe touch and privacy, respectful relationships and appropriate language, communication and behaviour** are covered through a spiral curriculum. Our school recognises the key links between these

important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

## **Assessment**

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

There should be ongoing assessment for learning (AFL) or formative assessment of all children ensuring that the development of concepts, skills and attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Methods of assessment within PSHE are generally unwritten and are more often based on peer assessment, self-assessment and teacher observation. There are clear expectations of what the pupils should know and understand, and of which interpersonal skills and attitudes they should acquire, by the end of each Key Stage. Achievements are reported to parents each year in children's reports and are discussed during Structured Conversations with parents. Special achievements and instances of good manners and citizenship are continually celebrated and rewarded.

## **Monitoring and Evaluation of Relationship Education (including Relationship and Sex Education):**

It is the responsibility of the Head Teacher/PSHE Lead to review, organise and revise the Relationship Education Policy (including Relationship and Sex Education), oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team. This will include:

- the monitoring of short term planning by the PSHE Lead;
- observations and Learning Walks by the PSHE Lead, Leadership Team and other Subject Leads where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the PSHE Lead;
- the completion of any whole school PSHE project where work/evidence is gathered across the whole range of ages in the school;
- scrutiny of books ('Black Books'), displays and any other evidence of achievement, by the PSHE Lead and Leadership Team;
- pupil interviews conducted by the PSHE Lead;
- discussions with Focus Groups, e.g. the Junior Leadership Team and School Council;
- Behaviour Analysis conducted by the Deputy Head Teacher (PSHE Lead);



- general monitoring of behaviour and attitudes;
- analysis of pupil questionnaires by the Head Teacher and Deputy Head Teacher.

Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Pupil Progress Meetings provide opportunities for Senior Leaders and class teachers to work together to identify individuals or groups of pupils who are at risk of not reaching their full potential and supporting those pupils, by implementing strategies and interventions that reflect their individual needs.

Planned and routine monitoring tasks are undertaken by the Leadership Team which includes Book Scrutiny, Lesson Observations, Learning Environment Scrutiny, Planning Scrutiny and Pupil Interviews.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy and curriculum.

Ofsted is required to evaluate and report on Personal Development and Behaviour and Attitudes, as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's Relationship Education Policy (including Relationship and Sex Education), curriculum, staff development, and quality of provision.

### **Continuing Professional Development**

The PSHE Lead has attended a Relationships and Sex Education Durham County three day training course. All staff have had RSE training from the LA RSE Education Officer in addition to training led by the PSHE Lead. The PSHE Lead is a former member of The Standards and Accreditation Committee for the Unicef Rights Respecting Schools Award. Upper KS2 teachers have received training: Changes to the Adolescent Body.

The PSHE Lead continues to attend Local Authority Subject Leader Network Meetings in order to ensure that the PSHE Lead and wider staff are aware of the latest information and curriculum developments in PSHE, Relationships Education and Relationships and Sex Education.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

### **Using Visitors and Outside Agencies**

At Timothy Hackworth Primary we sometimes use outside agencies and visitors from the community in order to deliver aspects of PSHE, for example, the police, fire-fighters, the School Nurse, the Road Safety Team and the Show Racism the Red Card Team .

Teachers using visitors always make sure that;

- the visitor is thoroughly briefed in advance of their visit and understands their involvement;
- the visitor knows how many pupils are involved, their age and ability, the equipment available;
- any materials visitors plan to use are viewed and evaluated in advance to ensure that they meet the needs of the children;
- there is sufficient time to prepare questions that pupils may like to ask;

- the visitor's contribution complements and enhances the teacher's contribution;
- the visitor is never left alone in the classroom;
- there is follow up from the visit with the pupils.

### **Display and Resources**

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom, which includes reference to specific PSHE resources and displays to support pupils' learning. Vocabulary around feelings is displayed so that children use this in the communication of their emotions.

All displays in school should be linked to the Convention on the Rights of the Child and relevant articles should be present.

Resources are evaluated carefully before use to ensure that they are appropriate for the age and maturity of the children and sensitive to their needs.

### **Conclusion**

At Timothy Hackworth Primary School a whole range of experiences and opportunities will be provided for all pupils in and across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high quality education; our PSHE Policy is designed to ensure that all pupils have access to this right.

## Appendix 1: The Timothy Hackworth Child

is an independent learner  
and decision maker

is adaptable and  
creative

knows how to develop and  
value positive relationships

is morally, spiritually and culturally  
aware

is tolerant, respectful and treats  
everyone equally

has high expectations of themselves by  
endeavouring to be the best that they  
can be

is prepared for life in Modern Britain  
and is able to contribute

behaves responsibly online and  
knows how to stay safe

is adventurous, resilient and has a  
growth mind-set

co-operates and works as part of a team

knows how to be physically  
and mentally healthy

has a sense of well being and  
can lead a safe, fulfilling life

demonstrates kindness, integrity,  
generosity and honesty



knows and respects their rights and the  
rights of others

is a confident, enthusiastic  
reader, creative writer and has  
the ability to apply maths  
skills to everyday life

## Appendix 2

<b>Relationship and Sex Education Units (RSE): Lucinda and Godfrey Resource</b>	
<b>NB: All content is statutory except for Y6 Lesson 3.</b>	
<b>EYFS</b>	<p><b>Unit Title: We Are All Different</b>  <b>Book Title: Lucinda and Godfrey</b>            Lesson 1: To realise that each and every one of us is a unique and special person.            Lesson 2: To understand and accept similarities and differences between people.            Lesson 3: To appreciate the similarities and differences between boys and girls, including the correct names of body parts.            Lesson 4: To recognise what a friend is and things that friends share.</p>
<b>Y1</b>	<p><b>Unit Title: Exploring Friendship and Trust</b>  <b>Book Title: First Day at School</b>            Lesson 1: To understand the qualities needed to be a good friend.            Lesson 2: To recognise that a problem can be dealt with by talking.            Lesson 3: To identify the qualities of a good friend.            Lesson 4: To understand how to be a friend with others.</p>
<b>Y2</b>	<p><b>Unit Title: Keeping Clean</b>  <b>Book Title: The Smell Monster</b>            Lesson 1: To be able to describe feelings and recognise how these can be changed.            Lesson 2: To be able to relate feelings to actions and to realise the consequences of not keeping clean.            Session 3: To know and describe how to keep clean.            Session 4: To know and describe how to keep clean, including naming body parts.</p>
<b>Y3</b>	<p><b>Unit Title: Your Feelings, Your Choice</b> (learning around consent)  <b>Book Title: The Birthday Party</b>            Lesson 1: To recognise negative feelings and appreciate them.            Lesson 2: To understand how to deal with negative feelings.            Lesson 3: To be able to offer help and advice to people in difficult situations.            Lesson 4: To develop the skills needed to deal with difficult situations themselves.</p>
<b>Y4</b>	<p><b>Unit Title: Keeping Safe</b>  <b>Book Title: Telling Someone</b>            Lesson 1: To consider the implications of a decision.            Lesson 2: To understand the need to respect rights.            Lesson 3: To be aware of dangerous situations and to recognise how to minimise personal risk.            Lesson 4: To understand how human responsibilities change.</p>
<b>Y5</b>	<p><b>Unit Title: Growing and Changing</b>  <b>Book Title: Growing and Changing</b>            Lesson 1: To recognise negative feelings and appreciate them – keeping physically and mentally healthy.            Lesson 2: To understand how to deal with negative feelings – puberty (bodily changes and emotional changes).            Lesson 3: To be able to offer help and advice to people in difficult situations – introduction to puberty (bodily changes and personal hygiene).            Lesson 4: To develop the skills needed to deal with different situations themselves – introduction to puberty (bodily changes including menstruation).</p>
<b>Y6</b>	<p><b>Unit Title: Growing and Changing - Puberty</b>  <b>Book Title: Growing and Changing</b>  <b>Some elements may be delivered by the School Nurse.</b>            Lesson 1: To know how and why puberty changes occur – including menstruation and menstrual health.            Lesson 2: To recognise a wide variety of changes – changing relationships.            Lesson 3: To be aware that not all information is accurate.            How does a baby start? (including dispelling myths about conception and contraception)            Lesson 4: To produce a magazine about puberty, growing up and relationships.</p>

### **Appendix 3**

#### **National Curriculum for Science – Statutory Content**

##### **KS1:**

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- notice that animals, including humans, have offspring which grow into adults; (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.)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

##### **KS2:**

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals;
- describe the changes as humans develop to old age (including puberty);
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### **Appendix 4**

#### **Relationships and Health Education - Changing Adolescent Body - Statutory Content**

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.