



PRSE

Chase View Primary School

Personal, Relationships and Social Education policy (Referred to by the DfE as RSE Relationships, Sex Education from 2020)

1. Aims

The aims of relationships and sex education (PRSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Enable children to follow and fully comprehend our PROUD ethos

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching PRSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Chase View we teach PRSE as set out in this policy.

As a primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching PRSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Chase View we teach PRSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff and Governors consultation - all school staff and governors were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to complete a questionnaire - and where necessary - a meeting regards the policy and overview.

4. Pupil consultation - we investigated what exactly pupils want from their PRSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

As a primary school we only provide relationships education and sex education which is covered in the science curriculum. Primary sex education is not compulsory in primary schools.

Primary sex education will focus on:

➤Preparing boys and girls for the changes that adolescence brings

PRSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

PRSE involves a combination of sharing information, and exploring issues and values.

PRSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of PRSE

PRSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of PRSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our PRSE curriculum, see Appendices 1 and 2.

These areas of learning are 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 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that PRSE is taught consistently across the school, and for managing requests to withdraw pupils from components of PRSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering PRSE in a sensitive way
- Modelling positive attitudes to PRSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PRSE

Staff do not have the right to opt out of teaching PRSE. Staff who have concerns about teaching PRSE are encouraged to discuss this with the subject lead - deputy headteacher and/or headteacher.

7.4 Pupils

Pupils are expected to engage fully in PRSE and, when discussing issues related to PRSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within PRSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of PRSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PRSE.

10. Monitoring arrangements

The delivery of PRSE is monitored by subject lead and headteacher through:

- Planning scrutinies
- Learning walks
- Book scans
- Pupil Interviews

Pupils' development in PRSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	What is special about me? (Families, friends, likes and dislikes and being unique)	Who looks after me? (family and jobs, keeping children safe and roles of people e.g. police, nurses)	What do you want to be when you grow up? (Ambitions, job roles and stereotypes,)	How can I help the school environment? (Understanding recycling, effects of litter and plastic pollution and improving the school environment)	How do I look after my health and well-being? (physical - diet, exercise, sleep and keeping clean)	How do I keep myself safe? (home and dialling 999, road safety, swimming and online safety)
Y2	What makes a good friend? (Family and friends, attributes of a friend and how to reconcile friendships)	Should we keep secrets? (safe relationships, online safety mental well-being and bullying)	How do I buy what I want? (the value of money, difference between needs and wants)	Why is nature special? (How nature makes children feel, importance of bees and looking at nature around the school)	How can I have a healthy lifestyle? (mental well-being - expressing feelings, hobbies and doing things you like)	How do I look after my body and keep safe? (body parts, external genitalia, dental hygiene, sun care and medicines)
Y3	What is a family? (wider types of families)	What is an emotion? (feelings, how they change and accepting them)	What is a community? (different groups, contributions and diversity, race, in different cultures)	Why is water important? (where is water, uses of water and how to save water)	How do I keep myself safe? (rail, water, fire, medicines and online safety)	How do I keep fit? (Diet and exercise, sleep and medicines)

Y4	What is a family? (what is a healthy family relationship and how to get help and support)	How do I manage my feelings and thoughts and how do I express them? (personal behaviour, respect and mental well-being)	What are Human Rights? (Understanding Human rights and right of children)	What choices do I have? (personal hygiene, money and further education)	What is first aid? (importance of health and safety, broken bones and bleeding)	Why do bodies change? (hygiene, growing up and changes)
Years 5 and 6 - Plan A	Why do we have relationships? (different types of relationships)	What are my aspirations? (feeling of self-worth, dreams and ambitions, failure, careers and jobs)	What is a democracy? (Understanding rights and responsibilities of decisions and actions and parliament works)	What is social media? (reliability of sources, data, online safety and impact)	What is adolescence? (life cycles, human growth emotional and mental well-being)	What can I do to help in an emergency? How do I deal with grief? (first aid)
Years 5 and 6 - Plan B	Why do we have relationships? (forced relationships, arranged marriages)	Why is self-respect important? (discrimination, race, gender and stereotypes)	What is wealth? (riches, money, personally and on a global scale)	Why are stereotypes harmful? (gender, religion, race and labels e.g. autism, ADHD)	What are the 'teenage years'? (puberty, emotional and mental well-being)	How do I make the right choices? (Drugs, alcohol, keeping safe mentally and physically)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	