

## The Upper Wharfedale Primary Federation



Burnsall V.A.  
Primary School



Cracoe & Rylstone V.C.  
C of E Primary School



Grassington V.C  
C of E Primary School



Kettlewell Primary School

### PHSE Policy (Including SRE)

**Approved by the Governing Body for immediate use:** 17<sup>th</sup> July 2017

**Date of next review:** Spring Term 2019

#### Rationale

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. An important part of the PHSE curriculum is Sex and Relationship Education (SRE) The Upper Wharfedale Primary Federation recognise that if young people are to make well informed decisions about their lives it is essential that effective Sex and Relationship Education takes place. This policy has been developed with consultation from teaching staff, governors and parents.

#### Aims

Our aims are-

- To ensure that all pupils are successful learners, confident individuals and responsible citizens.
- Help and support young people through their physical, emotional and moral development.
- To develop understanding of the importance of family life, stable and loving relationships (including marriage), respect and love.
- To teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships
- To make informed and responsible decisions
- To develop self-confidence and self-awareness
- To understand where and how to access support.
- To acquire assertiveness and decision making skills
- To explore attitudes and values

#### Core Elements of PHSE

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- Health and Wellbeing
- Relationships
- Living in the wider world

These Three Core themes have clear areas of focus which are as follows:

### **Health and Wellbeing**

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

### **Relationships**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

### **Living in the wider world**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives
8. A basic understanding of enterprise

### **Curriculum Content**

The learning outcomes for PHSE (including SRE) are taken from the PHSE association and are in line with the non- statutory framework for PHSE and the National Curriculum for Science.

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By the end of KS1 pupils will be able to:

### Theme 1 – Health and Wellbeing

- Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.
- Recognise that choices can have good and not so good consequences
- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goal
- Know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Know the importance of, and how to, maintain personal hygiene
- Understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- Know about the process of growing from young to old and how people's needs change
- Know about growing and changing and new opportunities and responsibilities that increasing independence may bring
- Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- Know that household products, including medicines, can be harmful if not used properly
- Know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- Know about the ways that pupils can help the people who look after them to more easily protect them
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

### Theme 2 - Relationships

- To communicate their feelings to others, to recognise how others show feelings and how to respond
- To recognise that their behaviour can affect other people

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- Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To offer constructive support and feedback to other
- To identify and respect the differences and similarities between people
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- Know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

### Theme 3- Living in the Wider World

- Know how they can contribute to the life of the classroom and school
- To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- Know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- Know that they belong to different groups and communities such as family and school
- Know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- Know about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- Know ways in which they are all unique; understand that there has never been and will never be another 'them'
- Know ways in which we are the same as all other people; what we have in common with everyone else

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- Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

By the end of KS2 children will be able to:

### Core theme 1- Health and Wellbeing

- Know what positively and negatively affects their physical, mental and emotional health
- Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- Know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- To differentiate between the terms, 'risk', 'danger' and 'hazard'
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- Know that bacteria and viruses can affect health and that following simple routines can reduce their spread
- Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

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- Know school rules about health and safety, basic emergency aid procedures, where and how to get help
- Know what is meant by the term 'habit' and why habits can be hard to change
- Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- Know how their body will, and their emotions may, change as they approach and move through puberty
- Know about human reproduction
- Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- Know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikability programme), and safety in the environment (including rail, water and fire safety)  
Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- Know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

### Core Theme 2- Relationships

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To recognise different types of relationship, including those between acquaintances, friends, relatives and families
- Know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- Know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves that their actions affect themselves and others

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- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- Understand the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view
- To work collaboratively towards shared goals
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)
- To recognise and manage ‘dares’
- To recognise and challenge stereotypes
- Know about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- Know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

### Core Theme 3- Living in the wider world

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

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- Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Know what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To consider the lives of people living in other places, and people with different values and customs
- Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- Know what is meant by enterprise and begin to develop enterprise skills
- To explore and critique how the media present information
- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

### Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to SRE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles
- No-one (child or adult) has to answer a personal question
- Nobody is forced to take part in a discussion
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below)
- Teachers will always involve parents before answering questions of a sensitive nature

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- Meanings of words are explained in a sensible and factual way

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child
- Try to find out why the child is asking the questions, and exactly what they want to know
- Determine the child's present level of knowledge and understanding
- Offer a simple answer, and if appropriate back up with a relevant story or picture
- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue
- Occasionally, it might be appropriate for questions to be answered later on in the day instead of immediately, in order to find an appropriate time for responding, or to give a member of staff time to prepare an appropriate response

If children ask specific questions about the following terms, or if children use the following terms and it is felt that an explanation should be given the following definitions may be shared with the children. The guidelines for answering difficult questions will be followed in all cases (see above).

### 1. Lesbian/Gay/Homosexual

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Our basic response will be that all families are different. Some children have a mum and a dad as their parents; some children have just a mum or a dad; some children have two mums and some have two dads. If a family has two mums or two dads, we may refer to these parents as gay and/or lesbian or homosexual depending on their gender.

### 2. AIDS/HIV

Our bodies are very clever at fighting germs. However, there are some germs called HIV damage the body's ability to fight germs. If someone has HIV and they get ill their bodies cannot fight the germs. This illness is called AIDS.

### Naming Body Parts

Our schools feel that it is not always appropriate to teach the names of sexual organs as part of the sex and relationships education programme. However, as part of the responsive approach, if children in KS2 ask specific questions, the terms 'penis', 'vulva' and 'vagina' may be used in line with the guidelines for answering difficult questions.

It may be appropriate to use the proper names of some other sexual organs when teaching children about the effects of puberty in Key Stage Two (e.g. ovaries). This should be done in a sensitive and appropriate manner.

### Definition of Family

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Teachers will base work on families and family life on the following definition of a family:

“A family is a nurture group of significant individuals who care for one another”.

This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

### **Inclusion**

All pupils, regardless of age, ability, gender or race have the same opportunity to benefit from SRE, resources and teaching methods.

### **Confidentiality**

Although an atmosphere of trust is encouraged teachers will not offer pupils or their parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed on to the appropriate agency via the Headteacher as the Designated Senior Person for Child Protection. Child Protection procedures will be followed.

### **Roles and responsibilities**

#### **The Governing Body will:**

- Ensure the legal framework is followed
- Ensure that all PHSE and SRE is placed in the context of moral values and family life
- Consult with parents on the school's policy for PHSE and SRE
- Implement the PHSE and SRE policy with the Headteacher
- Ensure all parents are aware of their right to withdraw their child from any SRE which is in addition to the National Curriculum
- Ensure the policy is reviewed regularly.

#### **The Headteacher will:**

- Implement the Policy for PHSE including SRE
- Ensure that the Policy is followed
- Liaise with the governors on the teaching of the Policy in school
- Liaise with parents and any external agencies
- Provide appropriate and sufficient resources
- Ensure that the PHSE Policy is reviewed as part of the school's three year cycle
- Respond according to individual problems experienced by children

#### **The PSHE subject leader will:**

- Review the PHSE Policy in liaison with the Headteacher
- Write and review the Scheme of Work for SRE in liaison with the Headteacher
- Monitor the delivery of SRE in liaison with the Headteacher

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- Provide access to information, guidance, support and training to school staff for PHSE and SRE

### **School staff will:**

- Teach PHSE and SRE in accordance with the Policy
- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory SRE programme.

**Approved by the Governing Body for immediate use: 17<sup>th</sup> July 2017**

**Date of next review:** Spring Term 2019