



cornerstone
ACADEMY

PSHE & RSE Policy

Personal, Social, Health Education and
Relationships and Sex Education

Approved by: Damien Sweeney, Headteacher

Reviewed by: SLT

Latest Policy review: Summer 2023

Next Policy review date: Summer 2024

Aims

At Cornerstone Academy, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Christopher Winter Project for RSE and Drugs/Alcohol Education. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, 25/6/2019, updated 13/9/21, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Cornerstone Academy are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- 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

Statutory requirements

At Cornerstone Academy, we teach PSHE and RSE as set out in this policy.

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Cornerstone Academy, we are committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

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 the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
4. Ratification – the policy was shared with and reviewed by governors from the Child & Community Committee and approved by the full Governing Body.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. **RSE is not about the promotion of sexual activity.**

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At Cornerstone Academy, we have developed our own PSHE scheme of work for Years 1-6, which incorporates the Christopher Winter Project RSE and Drugs and Alcohol lessons and resources. These lessons are based around a theme which changes half-termly.

At Cornerstone Academy, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Cornerstone Academy, for example, through teaching about different types of family, including those with same sex parents.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

PSHE Year Plan

	TEAM	Safety First (RSE)	Diverse Britain	Growing Up (RSE)	Aiming High	It's my Body (RSE)
Year 1	<ul style="list-style-type: none"> -Identify teams they belong to. -Know ways to show kindness to others. -Discuss what they could do if they saw others being teased or bullied -Understand the difference between helpful and not-so-helpful thoughts -Identify good and not-so-good choices. 	<ul style="list-style-type: none"> -Identify some everyday dangers. -Understand some basic rules that help keep people safe. -Know what to do if they feel in danger. -Identify some dangers at home and outside -Know which information they should never share online. -Know that their private body parts are private. -Recall the number to call in an emergency and which people can help them stay safe. 	<ul style="list-style-type: none"> -Identify groups and communities that they belong to -Explain how to be a good neighbour. -Identify things that harm and things that help a neighbourhood. -Describe what it is like to live in Britain. -Identify similarities and differences between British people. -Talk about what makes them feel proud of being British. 	<ul style="list-style-type: none"> -Talk about likes and dislikes. -Know that different people like different things and that girls and boys can like different things. -Know how they have changed since they were a baby. -Learn that peoples' needs change as they grow older. -Talk about things they would like to do when they are older. -Discuss changes that people might go through in life. -Talk about family. 	<ul style="list-style-type: none"> -Discuss their star qualities. -Identify what a positive learning attitude is. -Talk about jobs they can do when they grow up. -Discuss what skills and interests are needed for different jobs. -Talk about hopes they have for the future and what they are looking forward to about next year. 	<ul style="list-style-type: none"> -Learn how much sleep they need. -Discuss why exercise is good for them. -Know they can choose what happens to their bodies. -Know to ask a trusted adult if uncertain about whether something is safe to eat or drink. -Learn hygienic ways to look after their bodies
Year 2	<ul style="list-style-type: none"> -Identify teams they belong to. -Know ways to show kindness to others. 	<ul style="list-style-type: none"> -Identify some everyday dangers. -Understand some basic rules that help keep people safe. 	<ul style="list-style-type: none"> -Identify groups and communities that they belong to -Explain how to be a good neighbour. 	<ul style="list-style-type: none"> -Talk about likes and dislikes. -Know that different people like different things and that girls 	<ul style="list-style-type: none"> -Discuss their star qualities. -Identify what a positive learning attitude is. 	<ul style="list-style-type: none"> -Learn how much sleep they need. -Discuss why exercise is good for them.

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Year 3	<ul style="list-style-type: none"> -Understand what it means to belong. -Express worries and concerns. -Identify feelings and how they are expressed. -Know how to resolve a dispute -Understand that our actions impact on others. -Identify good deeds they can do for others. 	<ul style="list-style-type: none"> -Identify rules for staying safe and healthy. -Know the dangers they face when using roads, water or railways. -Learn about drugs, cigarettes and alcohol in basic terms. -Identify common injuries and know they can be treated with first aid. -Recognise hazards and dangers in a situation. 	<ul style="list-style-type: none"> - Describe what it is like to live in Britain; - Understand what democracy is - Discuss rules and laws. -Understand what liberty means -Describe a diverse society - Describe what being British means to them. 	<ul style="list-style-type: none"> - Name the main body parts needed for reproduction. - Describe some of the changes boys and girls go through during puberty. -Describe feelings people might have as they grow up. -Discuss family and relationships understand that there are different types of family; - Explain in simple terms how babies are made and are born. 	<ul style="list-style-type: none"> -Discuss personal achievements and skills - Identify what a positive learning attitude is. -Discuss a range of jobs that people do; -Discuss what skills and interests are needed for jobs -Talk about jobs they might like to do in the future. -Discuss what skills they might need to do certain jobs. 	<ul style="list-style-type: none"> -Learn about sleep, exercise & healthy eating. -Learn what happens to muscles when they exercise. -Know they choose what happens to their body. - Know that too much sugar is bad for health. -Know the difference between medicine and harmful drugs. -Learn how germs travel and ways to

		-Know 999 as the number to call to seek help in an emergency.				protect their bodies from ill health
Year 4	<ul style="list-style-type: none"> -Understand what it means to belong. -Express worries and concerns. -Identify feelings and how they are expressed. -Know how to resolve a dispute -Understand that our actions impact on others. -Identify good deeds they can do for others. 	<ul style="list-style-type: none"> -Identify rules for staying safe and healthy. -Know the dangers they face when they are using roads, water or railways. -Learn about drugs, cigarettes and alcohol in basic terms. -Identify common injuries and know they can be treated with first aid. -Recognise hazards and dangers in a situation. -Know 999 as the number to call to seek help in an emergency. 	<ul style="list-style-type: none"> - Describe what it is like to live in Britain; - Understand what democracy is - Discuss rules and laws. -Understand what liberty means -Describe a diverse society - Describe what being British means to them. 	<ul style="list-style-type: none"> - Name the main body parts needed for reproduction. - Describe some of the changes boys and girls go through during puberty. -Describe feelings people might have as they grow up. -Discuss family and relationships understand that there are different types of family; - Explain in simple terms how babies are made and are born. 	<ul style="list-style-type: none"> -Discuss personal achievements and skills - Identify what a positive learning attitude is. -Discuss a range of jobs that people do; -Discuss what skills and interests are needed for jobs -Talk about jobs they might like to do in the future. -Discuss what skills they might need to do certain jobs. 	<ul style="list-style-type: none"> -Learn about sleep, exercise & healthy eating. -Learn what happens to muscles when they exercise. -Know they choose what happens to their body. - Know that too much sugar is bad for health. -Know the difference between medicine and harmful drugs. -Learn how germs travel and ways to protect their bodies from ill health

<p>Year 5</p>	<ul style="list-style-type: none"> -Understand what successful teamwork skills are. -Express opinions respectfully. -Explain what collaborative working is. -Discuss what a compromise is. -Discuss different types of unkind behaviour. -Identify ways of showing care to others in their team. -Understand shared responsibilities within the class team. 	<ul style="list-style-type: none"> -Know what a dare is and identify situations involving peer pressure. -Know when to seek help in dangerous situations. -Identify rules for staying safe and healthy. -List hazards they might find at home. -Understand some substances at home can be dangerous -Know dangers they face around roads, railways or water. -Know the key points of the firework code. 	<ul style="list-style-type: none"> -Discuss the range of faiths and ethnicities in Britain. -Explain how and why laws are made. -Explain what a community is. -Discuss some roles of local government. -Describe the basic structure of national government. -Talk about the role of charities and voluntary groups in the community. 	<ul style="list-style-type: none"> -Name physical changes young people experience during puberty. -Describe emotional changes people might experience. -Know there is no such thing as a perfect body. - Know things that all loving relationships have in common. -Know what a sexual relationship is. -Understand that infections can be passed on during sexual intercourse, but contraception can prevent this. -Explain how babies are conceived and are born. 	<ul style="list-style-type: none"> -Discuss personal achievements and skills. -Discuss different learning styles. -Identify what a helpful learning attitude is. - Learn about a range of jobs -Understand what a stereotype is. -Talk about skills employers look for -Discuss the skills everyone needs to succeed. 	<ul style="list-style-type: none"> -Know they can choose what happens to their own bodies. -Know where and how to get help if they are worried. Learn the importance of sleep, exercise and healthy eating. -Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. -Identify positive aspects about themselves. -Identify choices that will benefit their health and provide a 'balanced lifestyle' -Identify ways to protect their bodies from ill health.
<p>Year 6</p>	<ul style="list-style-type: none"> -Understand what successful teamwork skills are. -Express opinions respectfully. -Explain what collaborative working is. 	<ul style="list-style-type: none"> -Know what a dare is and identify situations involving peer pressure. -Know when to seek help in dangerous situations. 	<ul style="list-style-type: none"> -Discuss the range of faiths and ethnicities in Britain. -Explain how and why laws are made. -Explain what a community is. -Discuss some roles of local government. 	<ul style="list-style-type: none"> -Name physical changes young people experience during puberty. -Describe emotional changes people might experience. 	<ul style="list-style-type: none"> -Discuss personal achievements and skills. -Discuss different learning styles. -Identify what a helpful learning attitude is. 	<ul style="list-style-type: none"> -Know they can choose what happens to their own bodies. -Know where and how to get help if they are worried. Learn the importance of sleep,

	<ul style="list-style-type: none"> -Discuss what a compromise is. -Discuss different types of unkind behaviour. -Identify ways of showing care to others in their team. -Understand shared responsibilities within the class team. 	<ul style="list-style-type: none"> -Identify rules for staying safe and healthy. -List hazards they might find at home. -Understand some substances at home can be dangerous -Know dangers they face around roads, railways or water. -Know the key points of the firework code. 	<ul style="list-style-type: none"> -Describe the basic structure of national government. -Talk about the role of charities and voluntary groups in the community. 	<ul style="list-style-type: none"> -Know there is no such thing as a perfect body. - Know things that all loving relationships have in common. -Know what a sexual relationship is. -Understand that infections can be passed on during sexual intercourse, but contraception can prevent this. -Explain how babies are conceived and are born. 	<ul style="list-style-type: none"> - Learn about a range of jobs -Understand what a stereotype is. -Talk about skills employers look for -Discuss the skills everyone needs to succeed. 	<ul style="list-style-type: none"> exercise and healthy eating. -Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. -Identify positive aspects about themselves. -Identify choices that will benefit their health and provide a 'balanced lifestyle' -Identify ways to protect their bodies from ill health.
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Reception Our Lives	Lesson 1: Our Day
	Lesson 2: Keeping Ourselves Clean
	Lesson 3: Families
Year 1 Growing and Caring for Ourselves	Lesson 1: Keeping Clean
	Lesson 2: Growing and Changing
	Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences, Boys and Girls
	Lesson 2: Difference, Male and Female
	Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences, Male and Female
	Lesson 2: Personal Space
	Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing
	Lesson 2: What is Puberty?
	Lesson 3: Puberty Changes and Reproduction
Year 5 Puberty	Lesson 1: Talking about Puberty
	Lesson 2: Male and Female Changes
	Lesson 3: Puberty and Hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction
	Lesson 2: Understanding Relationships
	Lesson 3: Conception and Pregnancy
	Lesson 4: Communication in Relationships

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the [nonstatutory/nonscience] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are trained on the delivery of PSHE and RSE 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 RSE.

Monitoring arrangements

The delivery of RSE is monitored by Damien Sweeney (head) through:

- Lesson observations, learning walks, feedback from staff and children.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed every two years. At every review, the policy will be approved by the Child & Community Committee, governing body and headteacher.