

Aims:



- Share the BERT Award - what we have achieved and what we are doing next
- Know the statutory RSE Requirements and how we meet them at Long Row
- Consider the building blocks of teaching relationships and sex education
- Next steps to silver and gold...
- Your say... parent survey

What is PSHE?



The DfE (the Government's 'Department for Education') states:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

What is RSE?



RSE stands for Relationships and Sex Education.

The DfE state:

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Our Values



Visions and Values

[Home](#) » [Our School](#) » [Visions and Values](#)

Who are we - a school in the heart of Belper



[Who are we Belper.pdf](#)

Long Row Primary and Nursery school – Inspire, Respect, Belong

Our belief is that all children have the right to a stimulating learning environment where they are motivated to learn through the provision of a varied and exciting curriculum. We promote excellent standards of behaviour, have high expectations and are committed to high standards of achievement for all our pupils.

Who are we ? We are a school in the heart of Belper - a community built around the Derwent Mills - a world heritage site.

At Long Row we:

- Provide a safe learning environment which promotes creativity and a curiosity of the wider world.
- Encourage children to be confident, independent lifelong learners.
- Encourage children to have a positive view of their own self worth, enabling them to feel secure and valued as individuals within the school community.
- Provide an inspiring, challenging environment for all children so that they can become highly motivated learners.
- Develop an ethos of support, challenge and encouragement to succeed.
- Develop the whole child, nurturing and extending their spiritual, moral, social and cultural understanding.
- Provide equal opportunities for all children.
- Teach children a sense of responsibility showing respect for others and the environment.

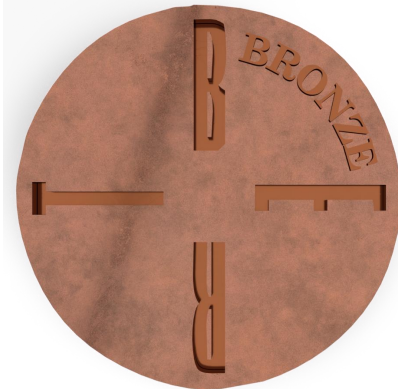
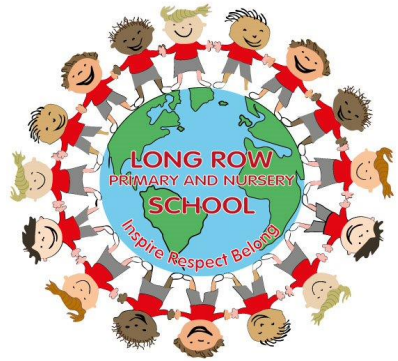
- These values are not a subject. They are intrinsically woven into all we do. PSHE and RSE is a subject in its own right, where objectives are taught and discussions had, however, they are also unplanned. They happen in the classroom, on the playground, in the hall, in conversations with parents, in real-life falling out and making up, in learning from mistakes, in perseverance and resilience, in building self-esteem and celebrating successes. Modelled by adults and throughout all we do.
- This is what makes PSHE and RSE very different to other subjects, as it encompasses who we are, our curriculum and our high expectations for children in lessons and in life skills.

What is the BERT Award?

The new Derbyshire Award for Relationships and Sex Education is called the 'Building Effective Relationships Together Award' (BERT Award). Quality Relationship and Sex Education supports our children and young people to lead safe, healthy, happy lives.

This January, we achieved the BRONZE award. To achieve this we had to evidence against a lot of criteria including, but not limited to:



Actively promoting wellbeing and belonging across the school community.	Our school ethos promotes children to seek help, and ask age-appropriate questions about the body and sexual health without stigma.	Planned, sequenced, age-appropriate programme for RSE that meets statutory requirements.	Assessment, monitoring and evaluation is built in.
Resources used are age-appropriate.	Staff can identify and respond to those needing further support in developing positive and safe relationships.	Range of strategies to support children who have needs around healthy relationships including safeguarding provisions.	Staff are confident and equipped to teach RSE.
Pupils are consulted.	Engagement with parents.	 	

What does this look like at Long Row?



- What is compulsory in RSE teaching since 2020?
- What vocabulary do we use with children?
- What aspects of RSE teaching can a parent withdraw their child from?

New statutory Requirements (RSHE)

Relationships Education

- Families and people who care for us
- Caring Friendships
- Respectful relationships
- Online relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet safety and harms
- Physical health and Fitness
- Healthy eating
- Drugs , Alcohol and tobacco
- Health and prevention
- *Changing adolescent Body*

Statutory RSHE Introduction

- 32. Schools should refer to the Department's advice, [Sexual violence and sexual harassment between children in schools and colleges](#)...An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.
- 54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- 62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.
- 67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils

What does this look like at Long Row?

[PSHE | Long Row Primary School](#)



	Autumn Term		Spring Term		Summer Term	
EYFS FS1 FS2	<u>Being safe</u> Be Ready, Be Safe, Be Respectful. Familiarise children with school rules and daily routines inc. PE & calm activities	<u>Bullying Matters</u> Forming cooperative relationships with children & adults Making healthy/safe choices: Road safety (keeping safe)	<u>Relationships</u> Making healthy/safe choices, including food	<u>Diversity Matters</u> Making healthy/safe choices, including teeth Similarities and differences	<u>Drug Education</u> Making healthy/safe choices: Active bodies	<u>Money Matters</u> (enterprise project) Transition & moving on
Year 1/2 Cycle A 2022-23	<u>Keeping Safe</u> Rules, risks and what to do.	<u>Bullying Matters</u> Recognise kind and unkind behaviour Strategies for resolving arguments.	<u>Relationships</u> What makes a good friend. Ways their family is the same or different to others.	<u>Diversity Matters</u> Recognise difference and treating people with kindness Ways they are special	<u>Money Matters</u> Looking after money – saving and spending Strengths, talents and different jobs	<u>Drug Education</u> Role of medicines and safety What to do when someone is ill
Year 1/2 Cycle B 2023-24	<u>Being Responsible</u> Rules in different situations Recognise people have different needs Managing waste	<u>Being Me</u> Recognise and share facts about themselves and their likes and dislikes Recognise how friends have similarities and differences How they belong to different groups	<u>Being Healthy</u> What being healthy means Simple hygiene and health routines	<u>Exploring Emotions</u> Describing and recognising different feelings Managing big feelings	<u>Changes</u> How loss and change can affect the way we think, feel and behave	<u>Growing Up</u> Recognise biological difference in body parts and privacy Understand the human life cycle Differences between surprises and secrets

Year 3/4 Cycle A 2022-23	<u>Keeping Safe</u> Rules and risks online, at home and in the community. Basic First Aid - asthma, bites and stings.	<u>Bullying Matters</u> Different types of bullying and roles within - what bullying is and isn't Consequences and strategies.	<u>Relationships</u> Healthy and unhealthy relationships Persuasion, influence and pressure	<u>Diversity Matters</u> Range of similarities and differences between people. Importance of self-respect and respect to others	<u>Money Matters</u> Attitudes, needs, wants and priorities Skills for the future	<u>Drug Education</u> Purposes medicines have Risks and consequence of misuse What to do in an emergency
Year 3/4 Cycle B 2023-24	<u>Being Responsible</u> Why rules and laws are important Basic human rights Climate change	<u>Being Me</u> What contributes to who you are and strengths and interests. Identify visible/invisible difference between people Recognise they belong in the community	<u>Being Healthy</u> Healthy lifestyles - healthy diet and exercise Impact on mental health Sun exposure risk	<u>Exploring Emotions</u> Widen vocabulary to describe feelings and their intensity What supports good mental and physical health	<u>Changes</u> Recognise change is a normal part of life Know who to talk to and how	<u>Growing Up</u> Physical and emotional changes in puberty Daily hygiene

	Autumn Term		Spring Term		Summer Term	
Year 5/6 Cycle A 2022-23	<u>Keeping Safe</u> Predict, assess and manage risks online and offline. Basic First Aid - choking and bleeding	<u>Bullying Matters</u> Direct and indirect bullying Importance of and barriers to seeking support Impact and consequence of discrimination and bullying	<u>Relationships</u> Reflect on qualities in relationships. Strategies to resolve disputes and reconcile differences Stability and love.	<u>Diversity Matters</u> Diverse and fair communities Individuality, stereotypes and discrimination law	<u>Money Matters</u> Bank accounts and gambling Future careers	<u>Drug Education</u> Rules and laws Managing peer influence/approval Plus:
						Year 5 and 6 - puberty Year 6 - conception (see Growing Up unit in cycle B)
Year 5/6 Cycle B 2023-24	<u>Being Responsible</u> How laws protect our rights Rights and responsibilities Compassion and celebrating diversity	<u>Being Me</u> Range of factors contributing to identity Express confidence in their talents and strengths Shared events and experiences create a stronger community	<u>Being Healthy</u> Things that effect physical and mental health Habits and routines Personal hygiene and sun safety	<u>Exploring Emotions</u> Varied vocabulary to talk about feelings and conflicting feelings Importance of care to mental health and wellbeing Strategies and behaviour to support	<u>Changes</u> Human life cycle - loss, bereavement and change Strategies to manage transitions, barriers and struggles.	<u>Growing Up</u> Puberty - including periods Importance of personal hygiene Consent Year 6 - conception

An example...

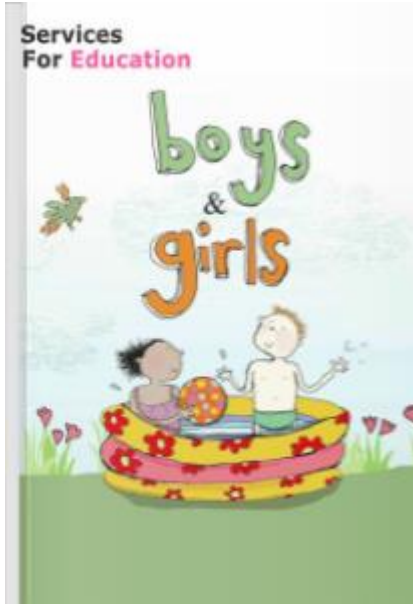


<https://primarysite-prod-sorted.s3.amazonaws.com/longrow/UploadedDocument/3852c331-9b16-40a1-b3a8-deb2a7f6ade6/pshe-progression-and-overview-cycle-a.pdf>

Spiralling Curriculum

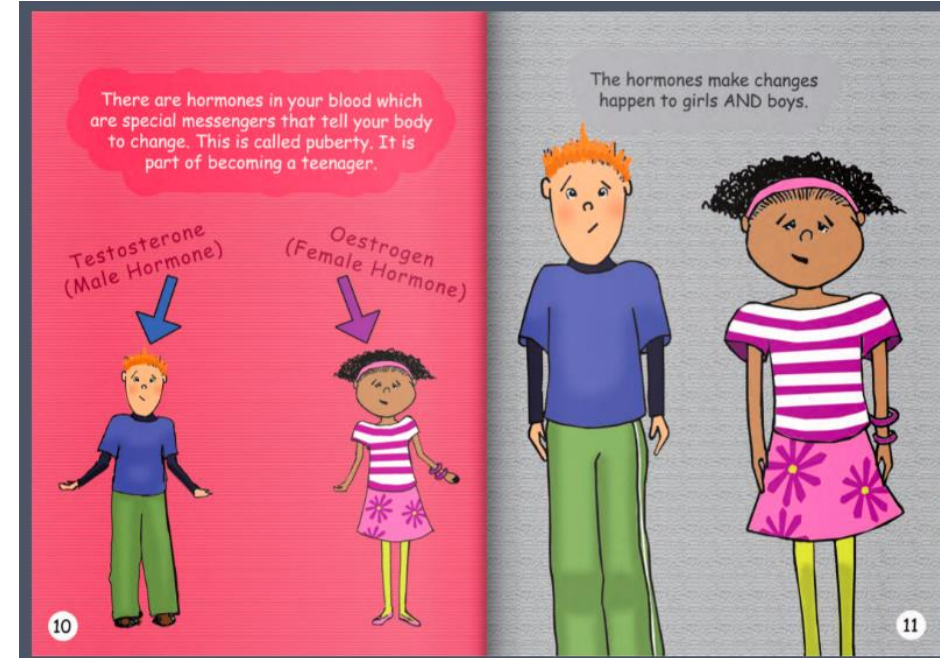
Seeking Permission

"Can I play with your car please?"
"Can I use your crayon please?"



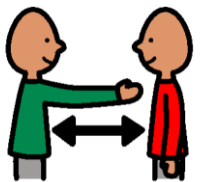
Speak to a
Teacher or
Parent/Carer

Speak to a
Trusted adult /
Friend

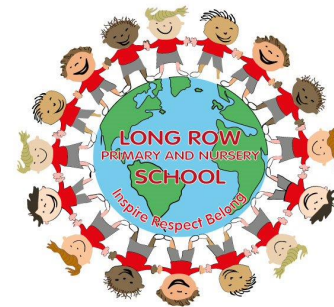


All of these examples are precursors to helping children stay safe and confidently say "No", understand personal boundaries, and notice when they are being pressured to do something they do not want to do... It is of course important therefore that children also know who to speak to.

We must explicitly teach reporting so that children know who to go to for help and also ensure that the STIGMA around Puberty and relationships is removed by encouraging children to speak to us - "We NEED TO TEACH who to contact."



Personal Space



How is this embedded in all we do?

Our behaviour policy is based on restorative practice. This means, children are talked with to reflect on what happened, who was impacted and what could be done differently next time. Children learn through mistakes! They learn to make friends by falling out. They learn how to be a good friend by having an argument...

We have high expectations for behaviour and learning behaviours. Every class also has a calm area for children to go to - this helps them learn to self-regulate their emotions and understand what feelings feel like.

Our online safety is also part of this and communicated with the children on Online Safety Day annually, but also through other PSHE units and during discussions in class or as part of assemblies. We also now have i-vengers - our leaders in spreading the messages of how to stay safe online.

Our safeguarding procedures. Including teaching how to talk to an adult about things that worry or upset them.

What vocabulary do we use?



We teach conception in year 6:

Let's consider what language we might need as a precursor to teaching about sexual intercourse.

What vocabulary do we use?

Nursery / Reception	Y1/2	Y3/4	Yr 5/6
• Penis • Vagina • Pregnant • Womb • Testicles • Appropriate touch	• Penis • Vagina • Pregnant • Testicles • Breasts • Genitals • Foetus • Anus • Appropriate touch	• Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Puberty • Pubic hair • Anus • Appropriate touch	• Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Sperm • Egg/Ovum • Ovaries • Urethra • Anus • Ovum • Pubic hair • Period • Masturbation • Hormones • Sexual intercourse • Conception • Semen • Erect • Erection • Semen • Ovulation • Labia • Cervix • Clitoris • Foreskin • Wet dream • Menstruation • Ejaculation



What parental engagement do we have already?

- NewsAPP
- Email
- Message alerts
- Website: unit overviews, parent advice documents, website links, government advice documents.'
- Lending library
- Talking with staff

[PSHE | Long Row Primary School \(secure-primariesite.net\)](https://secure-primariesite.net)

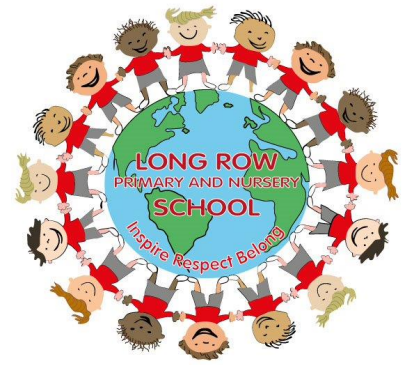


Next steps to silver and gold...



- Feedback from parents on this review via a questionnaire. A form of consultation will be delivered annually – either via documents, questionnaires, surveys, the website or face-to-face.
- This information available online for all.
- Feedback from you on how to engage parents more and what may provide you with further support – for example puberty workshops, sex education workshop etc...
- Creating a pupil friendly RSE policy
- More governor involvement
- Staff survey
- Pupil focus survey

Reflection time...



You have received a lot of information.

Parental engagement is hearing from you too and engaging with material we send out.

Please reflect on this information and the links provided and then fill in the survey.