

# **Broomwood Primary School**

## **PSHE and RSE Policy**

### **Mission Statement**

We strive to develop the children at Broomwood Primary School into well rounded individuals in a safe, inclusive and supportive learning community; to nurture and equip children with positive attitudes so that they become diverse global citizens with a motivation to respect themselves and others, and to positively contribute to their environment in their adult life.

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### **Our Ethos**

At Broomwood, we believe that the successful development of relationships, health and economic knowledge, along with excellent citizenship skills, has a significant role in the children's ability to learn; cope with the challenges of growing up and have a healthy body and mind. Through our teaching of PSHE and RSE, we aim to build a supportive and inclusive curriculum that enables children to become confident, self-aware, healthy, respectful and resilient individuals who are well equip to deal with the challenges that they

will face as they grow up. Furthermore, we are aware of the ways in which teaching the objectives of PSHE and RSE support many of the principles of safeguarding.

## **Our Aims**

All of the overarching aims of our PSHE and RSE curriculum will successfully achieve our mission statement for our children. The great teaching of PSHE and RSE is paramount to Broomwood Primary fulfilling its role in supporting and developing children who are successful in later life.

**At Broomwood Primary, we aim for our children to:**

1. Have the knowledge and skills to form and maintain successful relationships.
2. Value differences between one another and understand how difference is something to be celebrated.
3. Reflect on how they feel, as well as how their behaviour impacts on the feelings of others.
4. Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
5. Develop an understanding of what constitutes a healthy lifestyle and mind.
6. Understand how their body is changing and deal with the complex emotions that this may bring.
7. Develop confidence and responsibilities to make the most of their abilities.
8. Understand the basic principles of finance.
9. Have knowledge of rights and responsibilities; within the classroom, the local area and the wider world.
10. Become valuable citizens who are able to care for the environment and their community.

## **Definition of RSE**

Relationships and Health education, which is delivered within a broader PSHE curriculum, supports children into developing the ability to maintain healthy, respectful relationships; look after their physical and mental health and stay safe in an increasingly digital world. It develops emotional intelligence, which is a lifelong skill.

## **Legislation**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils receiving primary education from September 2021.

# **Sex Education and Growth**

As part of the National Curriculum for science, the children will learn some of the biology aspects of sex education and growth including: external body parts; the human body as it grows from birth to old age and reproduction in some plants and animals.

## **EYFS:**

- Develop an understanding of growth, decay and changes over time.

## **Years 1 and 2:**

- Notice that animals, including humans, have offspring that grow into adults.
- Identify, name and label the basic parts of the human body and say which part is associated with each sense.

## **Years 3 and 4:**

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

## **Years 5 and 6:**

- Build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby,
- Compare the development of humans from birth to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Under the Health curriculum, teaching the about the changes that will happen to their bodies during puberty is now a statutory requirement. We are committed to our decision to teach age appropriate sex education and puberty in order to support the children's emotional development and prepare them for adulthood. In doing so, we have regard to the [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#). Embedded in the core health theme there are age appropriate puberty and sex education objectives. As we follow a two-year topic cycle at Broomwood, objectives that relate to the development of the body and reproduction will remain on the RSE overview even if they are already covered through the science curriculum, so that they are covered each year. Each of these additional sex and growth objectives, that we consider to be important for children to learn about, are age appropriate:

## **Year 2:**

- To understand some of the body parts that make boys and girls different and use the correct names for these.

## **Year 5:**

- To understand how your body will change as you approach and move through puberty  
To understand how a girl's body changes through puberty and that menstruation is a natural part of this.

### Year 6:

- To understand how girl's and boy's bodies change during puberty (recap and build on year 5)
- To understand how a baby is made.

These objectives will be taught by the children's teacher. Whilst the gender specific aspects of puberty will initially be taught in gender groups to enable the children to feel comfortable asking questions, the children will learn about changes to the opposite sex in mixed gender groups too.

### Vocabulary

The agreed vocabulary used in school is listed below.

Key Vocabulary – Sex Education and Growth			
Year Group	Science Objective	Sex Education and Growth	Vocabulary to use if the children ask in depth questions
EYFS	<ul style="list-style-type: none"> <li>• Develop an understanding of growth, decay and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name parts of the body. <b>eye, ear, knee, finger, tongue, chest, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg,</b></li> <li>• To understand that we all grow from babies to adults. <b>baby, grow, feed, change</b></li> </ul>	
1	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring that grow into adults. <b>off spring, survival life cycle, baby, toddler, teenager, adult</b></li> </ul>		
2	<ul style="list-style-type: none"> <li>• Identify, name and label the basic parts of the human body and say which part is associated with each sense. <b>sense, sense organs, head, neck, arm, elbow, leg,</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand some of the body parts that make boys and girls different and use the correct names for these. <b>male, female, vagina, penis,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>testicles</b></li> </ul>

	knees, face, ears, eyes, hair, mouth, teeth		
3	<ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>		
4	<p>skeleton, muscles, joint, pelvis, cartilage, ribcage, tendon, spine, pancreas, oesophagus, tendon, organ</p> <ul style="list-style-type: none"> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p>pollination, pollen, male, female, seed, dispersal, reproduction, stigma, anther</p>		
5	<ul style="list-style-type: none"> <li>Build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby,</li> </ul> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p> <ul style="list-style-type: none"> <li>Compare the development of humans from birth to old age.</li> </ul> <p>gestation period, pregnancy, live birth</p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally</li> </ul>	<ul style="list-style-type: none"> <li>To understand how your body will change as you approach and move through puberty.</li> </ul> <p>puberty, change, grow, mature, genitals, vagina, penis, testicles, breasts, Adam's apple, sperm, semen, feelings, emotions, attraction, reproductive organs, sweat, sweat glands, body odour, pubic hair, larynx, facial hair, underarm hair, growth spurt, hormones, wet dream, oestrogen, testosterone, pimples, erection, ejaculation</p> <ul style="list-style-type: none"> <li>To understand how a girl's body changes through puberty and that menstruation is a natural part of this.</li> </ul>	

	<p>offspring vary and are not identical to their parent.</p> <p>offspring, genes, chromosomes, genotype, syndrome, evolution, inheritance</p> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>	<p>puberty, menstruation, periods, menstrual cycle, blood, discharge, sanitary towels, sanitary pads, tampons, hormones, ovary, ovaries, vagina, oestrogen, womb, uterus</p>	
6	<p>drugs</p>	<ul style="list-style-type: none"> <li>To understand how girl's and boy's bodies change during puberty (recap and build on year 5)</li> </ul> <p>AS YEAR FIVE</p> <p>To understand how a baby is made.</p> <p>sperm, egg, penis, testicles, semen, erection, ejaculation, vagina, womb, uterus, ovary, ovaries, fallopian tubes, cervix, fertilisation, conception, private parts, reproductive organs, fertilise, relationships, embryo, umbilical cord, fertility treatment (IVF), amniotic sac/fluid, placenta</p>	<p>scrotum</p>

Relationships Vocabulary		
	Relationships Objective	Terminology
1	<ul style="list-style-type: none"> <li>To identify people who are special to you and to understand that there are lots of different families.</li> </ul>	<p>family, belong, same, different, special, person, people, friend, care, caring, help, thanks, same sex family</p>
2	<ul style="list-style-type: none"> <li>To understand that sometimes people make assumptions about boys and girls. (stereotypes)</li> </ul>	<p>boys, girls, stereotypes, similarities, assumptions, unisex,</p>
3	<ul style="list-style-type: none"> <li>To recognise different types of relationship, including those</li> </ul>	<p>family, loving, caring, safe, connected, difference, special, foster, adoption,</p>

	<p>between acquaintances, friends, relatives and families.</p> <ul style="list-style-type: none"> <li>To understand that everybody's family is different and important to them.</li> </ul>	
4	<ul style="list-style-type: none"> <li>To understand that sometimes we make assumptions based on what people look like and to understand what influences these assumptions.</li> </ul>	<p>character, assumption, judgement, surprised, different, appearance, accept,</p>
5	<ul style="list-style-type: none"> <li>To understand what racism is</li> </ul>	<p>race, culture, discriminate</p>
6	<ul style="list-style-type: none"> <li>To understand that there are different perceptions of what normal means,</li> <li>To know the different types of relationships and about what constitutes a positive, healthy relationship</li> <li>To know that marriage, arranged marriage and civil partnership is between two people who <i>willingly agree</i></li> <li>To know that there are some cultural practices which are against British law and Universal Human Rights (such as FGM)</li> </ul>	<p>normal, ability, disability, visual impairment, empathy, perception, vision, blind, prejudice, discrimination</p> <p>relationship, friendship, couple, love, positive, qualities, values, expectations, responsibilities, responsibility, same sex couple, lesbian, gay</p> <p>love, commitment, civil partnership, same sex, vows, arranged marriage</p> <p>female genital mutilation</p>

As part of the relationship's curriculum, the children are taught to identify unwanted touch, as well as developing their understanding of when to seek help. Across the school, we deliver the PANTS rule to the children and will use the term '**private parts**' when referring to body parts.

P – Privates are privates

A – Always remember your body belongs to you

N – No means No

T – Talk about secrets that upset you

S – Speak up; someone can help

## **Parent's Right to Withdraw**

We understand that it can be daunting for a parent or carer to think of their child finding out about reproduction. In order to ease these concerns, the PSHE / RSE Co-Ordinator (currently Jenna Cannon) will provide the parents and carers of children in years four, five and six with the opportunity to take part in a workshop, enabling them to gain a clear insight into the content of the lessons whilst preparing them for any questions that may arise from their children as a result of their learning.

Guidance published from the Department of Education provides parents and carers with the right to withdraw their child from sex education that is taught **as part of the relationships and health curriculum, but not as part of the science curriculum**. This right therefore only applies to the objective that will be taught in **year six: to understand how a baby is made** and **does not apply to rest of the relationships or health curriculum**. If parents or carers wish to make such a withdrawal, it would be helpful in the first instance if they mention their concerns to their child's class teacher. Since teachers will happily discuss the content of the upcoming topic with parents, this may be enough to ease their mind and decide that their child can take part after all. Should the withdrawal still be required, they should put their request in writing to Mrs Owen for consideration. An informal meeting may be arranged to discuss the reasons for the withdrawal; the benefits of receiving this important education and any effects that the withdrawal may have on the child. If a withdrawal is to take place, it may be an expectation that parents or carers will need to demonstrate how they will cover the content of the curriculum. Children who are withdrawn will be provided with alternative work to complete within school.

## **Roles and Responsibilities**

The Governing Body will approve the PSHE and RSE policy and hold Broomwood Primary accountable for its successful implementation.

### **Leading PHSE and RSE**

The teaching of PSHE and RSE will be led by the Headteacher, Mrs Owen, and the subject co-ordinator, currently Jenna Cannon. The Headteacher at Broomwood Primary is responsible for ensuring that the teaching staff deliver PSHE and RSE to a high standard in order to fulfil our intent and aims. In addition, any requests by parents and carers to withdraw their child from the sex education lesson will be considered by the Headteacher. In order to ensure that the statutory changes are communicated, it is the responsibility of the PSHE / RSE co-Ordinator to consult parents, carers and the governing body of the statutory changes and to update the policy for PSHE / RSE which will be published on the website. Within school, it is their responsibility to create an overview of objectives for each

year group to ensure that the statutory relationships and health objectives are being taught within a broad and balanced PSHE, as well as to monitor the delivery of the curriculum through looking at evidence in books.

## **Delivering PSHE and RSE**

It is the responsibility of teaching staff to deliver weekly PSHE and RSE lessons in a sensitive way that are age appropriate. In order to ensure that the delivery of PSHE and RSE is meeting the needs of their children, it is the responsibility of teachers to address issues as they arise with their children.

## **Receiving PSHE and RSE**

It is an expectation that children will receive the broad PSHE and RSE programme that is age appropriate.

During timetabled lesson, the children will be taught some ground rules so that they are able to be considerate to each other's beliefs and experiences. Throughout their wider school life, children are expected to support each other and put into practise the skills that they have developed.

## **Supporting PSHE and RSE**

Parents and Carers can support their child by discussing issues relating to relationships and health at home as they arise and seek support from the school if there is an issue that they would like some support with. They can access the yearly overview for their children, so that they can follow up on any questions at home, being aware that they have probably arisen due to the children covering the topic within school. As always, it is encouraged that parents and carers get involved in events within the school community which will support our wider school values.

## **Curriculum Design**

The statutory guidance produced by the Department of Health includes details of the statutory requirements of the relationships and health curriculum, and these are organised into 5 key areas: families and people who care for them; caring friendships; respectful relationships; online relationships and being safe. The full list of expectations, to be met by the end of primary school, can be found on pages 20 – 22 of the [guidance](#) document.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Due to the sensitive nature of some of the objectives, at Broomwood we have ensured that objectives are age appropriate, therefore PSHE and RSE will be delivered discretely in year groups. Our relationships and health curriculum is taught through three core themes: **Relationships, Health and Wellbeing** and **Living in the Wider World**. Each of these themes are further divided into three topics:

## **Relationships:**

1. Safety
2. Changing
3. Growing and Healthy Lifestyles

## **Health and Wellbeing:**

1. Feelings and Emotions
2. Healthy Relationships
3. Valuing Difference

## **Living in the Wider World:**

1. Right and Responsibilities
2. Environment
3. Money.

Within each of the topics, each year group has an overview of objectives to teach. We have produced this overview, which we are confident will ensure that the children learn all of the end of primary objectives that are required, with the support of the Primary Association's scheme of work and the Jigsaw programme. The detailed overview of the objectives that will be delivered within each year group can be found under the PHSE / RSE curriculum page on our website. To support the planning and delivery of the curriculum, resources will be varied and stimulating and will be from a variety of sources, some of which will be used from the PSHE Association's Programme Builders or the Jigsaw scheme of work. There is a general focus for each of the core themes:

## **Relationships:**

The focus of this core theme is to develop the ability to maintain, and recognise what builds, healthy relationships. As the Internet is a source that many of the children will use for communicating in today's modern world, supporting the children to develop the skills to use the Internet safely is a significant focus of the healthy relationship curriculum. There is a focus on feelings and emotions, so that children can reflect on how they feel, as well as how their behaviour impacts on the feelings of others. Within the valuing difference topic, the children will be encouraged to embrace their unique personality and understand the differences between us, whether it be race, religion, gender, disability or different family structures. They will learn that people are sometimes treated differently and the implications of this whilst learning that difference can lead to great success. Children are encouraged to listen to and value the different opinions of others. Bullying is a key element of this core theme, so that children are encouraged to understand what constitutes different types (such as cyber bullying, verbal bullying, social bullying or physical bullying) as well as how to recognise and problem solve a bullying situation, especially unwanted touch. Our behaviour policy at Broomwood promotes anti-bullying; praising children who treat each other kindly and fairly whilst providing clear consequences for any incidents of

bullying (see our behaviour policy). When each class creates their class charter, the kind and fair treatment of each other will be of high priority.

### **Health and Wellbeing:**

As the children's safety is paramount to us, at Broomwood, we always ensure that the children know who they can go to for help and advice within our school community. Every year, each class designs a helping hands display so that this is fresh within the children's minds. This is also a key element of the Safety topic within this core theme. Knowing where to go for help is taught alongside *how* to keep themselves safe: within the local environment; in an emergency situation and online by becoming a good digital citizen. Growing and changing with age can leave the children with lots of mixed emotions, so this topic helps the children to understand some of those mixed and conflicting feelings whilst further understanding the changes that are happening to their bodies. Older children will learn how certain body types may be promoted unhealthily. A healthy lifestyle is key to a healthy mind, therefore the children are taught what constitutes a balanced diet and lifestyle. Explicit links are made to recognising drugs around the home that help us as well as the effects of not so helpful drugs, such as tobacco and alcohol.

### **Living in the Wider World:**

Although a lot of the content of this theme is not statutory, it is equal in weight in terms of the benefits the learning opportunities will provide to the children's knowledge and skills for later life. Understanding the rights of themselves and others is at the heart of this theme, Beginning at a school level, the children will learn about their responsibilities within the classroom before progressing to a community level and learning about special people in our community. Further still, the children will branch out their learning to look at more worldwide issues and universal human rights, whilst discussing times when human rights may be breached. To become helpful and knowledgeable members of society, the children will learn about different identities and ways of life as well as looking more locally at what improves and harms our environment, along with their responsibilities towards it. During the money topic, the children will learn the role that money plays in our lives and how to spend and save responsibly.

Although teachers will be provided with the required objectives to teach for their year group, it is important that they adapt these and address issues as they arise within their class to meet the needs of their children. It is more than likely that some PSHE lessons will focus on addressing issues that have arisen between a particular class or group, such as a friendship dispute.

Prior to a particular topic, teachers may provide the children with a pre-learning activity to assess their current knowledge. This will be useful to enable teachers to ensure that each objective is pitched at a developmental stage as well as being age appropriate. After each topic, the children and teachers will assess objectives as being not met, working towards or met using a colour coded system (red, amber, green) that is familiar to the

children. This will allow teachers to plan for any follow up learning. To finish off, a post learning activity may be provided which is open ended, such as a scenario, so that the children can show how they would apply their learning in an everyday context.

At Broomwood, we aim to prepare our pupils for life and work in modern Britain. One way that we do that is through the promotion and teaching of the five core British Values. These are:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance to those of different Faiths and Beliefs**

These values are explored and taught in a variety of ways:

- Through high quality teaching during topic, RE and PSHE / RSE
- School visits/visitors
- Assemblies
- Themed Weeks, e.g., anti-bullying

#### *Democracy*

Pupils have the opportunity to have their voices heard through pupil voice. There are many opportunities within school for the children to have their opinions and ideas valued.

#### *The Rule of Law*

The importance of law, at any level, is constantly reinforced through high behavioural expectations. At the beginning of each year, school rules are discussed, class rules are devised and the children are asked sign the charter to show their commitment to excellent behaviour. Pupils are taught the values and reasons behind laws, that they govern and protect us. When exploring these laws of Britain, we often have visits from the emergency services to reinforce this.

#### *Individual Liberty*

Within school pupils are actively encouraged to make choices knowing that they are in a safe and supportive environment. Pupils are encouraged to know and understand their right and personal freedoms. We advise the children how to exercise these rights safely through PSHE / RSE, e-safety projects, cycling proficiency, crucial crew , anti-bullying week and through topic.

#### *Mutual Respect*

Our behaviour policy is centred around respect of race, religion, age, disability and our community. The school has many links with the wider community.

#### *Tolerance to those of different Faiths and Beliefs*

We encourage children to be global citizens by welcoming diversity and to not fear difference. Through whole school assemblies, RE, PSHE / RSE and whole school projects (Anti-Bullying Week) children are taught to respect difference avoid prejudice.

### **Anti-Bullying Week**

Usually in November, every class takes part in activities to highlight the importance of recognising and reporting bullying. These have included developing and editing a film using a popular song to give a message about a chosen theme. We have completed films on racism, homophobia, anti-bullying and respect. There is a showcase at the end of the projects where we share our films with each other and our wider community. *These films can be found on the "Miss Hawkins Broomwood" channel on youtube.*

### **E-Safety Week**

Once a year, the children learn about the benefits but also the dangers, of being 21st century learners. Technology is everywhere and in light of current issues concerning its use, it is crucial that children are aware of how to utilise this resource but be safe in doing so (see e-safety policy).

### **Young Enterprise Group**

At Broomwood Primary, we enable children to understand the value of money and how to become financially independent in their adult life. Not only do we teach this during the curriculum time, but we have a group of children who complete Young Enterprise activities. This involves:

1. Writing to companies for their sponsorship
2. Leading whole school projects to produce products to sell to the community
3. Advertising events
4. Monitoring costs and profit margins
5. Sharing our success with the community.

There are wider opportunities for personal and social development at school. These include:-

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for collective worship to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together, for example: Christmas Nativities, International Day, Science Week, Summer Fair, E-safety Week, Anti-bullying Week or Reading Week.

**We seek to promote a healthy lifestyle and self-confidence for our community by:**

1. The provision of a range of lunch time and after school clubs eg football, choir, dance, ICT, Art and homework which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.
3. Promoting walk to school.
4. “Five a Day” sessions led by a member of staff.
5. We have achieved the “Healthy School Awards and we promote this during the year.
6. Attention to the needs of SEN/EAL children.
7. Attention to the needs of more able children, including core subject workshops, art and music tuition.

**We seek involvement of the whole community through:**

1. Encouraging parents and carers to support school trips or whole school events and leading adult learning workshops.
2. Weekly newsletters sent to parents/ carers.
3. The Home/ School agreement.
4. The Friends of Broomwood Primary (FOBs)

## **Safe and Effective Practice**

It is paramount that both the children and the teaching staff feel comfortable and safe during PSHE and RSE lessons. The curriculum will be delivered by a well known and trusted adult to the children, such as their class teacher or an adult who usually works with them. Therefore, the children should feel comfortable when discussing the sometimes personal and delicate topics. Ground rules will be set prior to discussing these topics, such as the need to listen, respect and support each other. As with any safeguarding concern, staff cannot promise that they will keep the information that the children share confidential (see safeguarding policy), although it can be expected that the children will agree not to gossip about their classmates within the ground rules.

## **Managing Difficult Issues or Questions**

It is important for teachers to normalise the sensitive themes being discussed whilst also being sensitive to discussion, as the children may not feel comfortable with the content being explored. Furthermore, the focus of scenarios should be distanced from pupils, through the use of made up scenarios or maybe even subjects of the media, such as celebrities and people who the children aspire to. Due to the sensitive nature of some of the relationships and health curriculum, and the inquisitive nature of the children, it is likely that the children may want to ask delicate or complex questions. We believe that children have a right to receive honest and open answers from adults who they trust in their lives, rather than having to acquire information through their peers or from a possibly unreliable source on the Internet. However, we appreciate that these types of discussions can be difficult to approach. When sensitive discussion arises, questions do not need to be answered immediately to give teachers time to plan a ‘matter of fact’ answer or the opportunity to seek advice, either from the senior leadership team or the PSHE / RSE Co-Ordinator. At Broomwood we have a teacher whose role is designated specifically to mental health and pastoral care (Mrs Flint), therefore teachers could seek the help of Mrs Flint to approach such questions. In line with the safeguarding policy, teachers can raise any concerns to, or seek the help of, the designated safeguarding team. Teaching staff will be able to use agreed phrases to further support their responses,

however questions may be referred to parents or carers if it is not appropriate to answer them in school. Within the day to day routine of the classroom, the children can communicate their worries or concerns in a private manner or even anonymously by using the worry box. There is an obligation on the teacher to follow this up in an appropriate manner, either through discussion with the child or generally to the whole class. As always, this may need to be communicated to parents or other necessary adults, therefore, again the children should not see this as a confidential method of communication.

## **Delivering PSHE / RSE to children with SEND**

The Department for Health's statutory guidance states that the delivery of PSHE / RSE must be accessible for all pupils. High quality teaching and differentiation should be a starting point; however, it may be appropriate to tailor the teaching of the PSHE / RSE objectives to the needs of specific children. As a school we must be aware that some children with SEND difficulties may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, therefore these children will need special consideration when planning for, whilst their individual passport may even contain some targets that are relevant to PSHE / RSE development.

This policy will be reviewed by the Headteacher, PSHE/ RSE Co-Ordinator and the Governing Body at Broomwood Primary School.