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## RSE/PSHE Policy

Reviewed by Chloe Coady (PSHE Lead) / Louise Morgan (Parent governor)

Next review date 01/09/2027

### **Introduction:**

At Nightingale Primary, we are committed to the holistic development of our students, which includes promoting their social-emotional well-being, empathy, and responsible decision-making. We integrate the Second Step program into our curriculum as part of our comprehensive approach. In addition to the Second Step program, we recognise the importance of providing age-appropriate Relationships and Sex Education (RSE) to equip our students with the knowledge and skills necessary for healthy relationships and responsible behaviour.

The Second Step program is a social-emotional learning (SEL) curriculum developed by the Committee for Children in the United States. While it primarily focuses on promoting social-emotional skills, empathy, and responsible decision-making, it does not explicitly cover comprehensive sex education. However, we supplement the Second Step program with additional resources and curricula to provide comprehensive Relationships and Sex Education (RSE) to pupils in KS1 and KS2.

We use the PANTS campaign, an initiative by the National Society for the Prevention of Cruelty to Children (NSPCC) in the United Kingdom in EYFS and KS1. It aims to provide children with simple and memorable rules to help protect them from sexual abuse. While it is not a comprehensive sex education program, it focuses on teaching children about personal boundaries and what to do if they encounter inappropriate behaviour.

The PANTS campaign uses the acronym "PANTS" to help children remember important messages:

**P - Privates are private:** Children are taught that their private parts, which are covered by their underwear, are private and should not be touched by others.

**A - Always** remember your body belongs to you: Children learn that they have the right to say "no" to unwanted touching or affection and that they can choose who touches their body.

**N - No means no:** Children are taught the importance of understanding and respecting consent. They learn that if someone says "no" or "stop," they must respect that boundary.

**T - Talk about secrets that upset you:** Children are encouraged to speak up if someone asks them to keep a secret that makes them feel uncomfortable or upset. They are taught to find a trusted adult and share their concerns.



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**S - Speak up;** someone can help: Children are empowered to seek help from a trusted adult, such as a parent, teacher, or another responsible person, if they encounter any form of abuse or if they have questions or concerns.

**Aims and Objectives:**

1. To foster social-emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, through the implementation of the Second Step program.
2. To provide accurate and age-appropriate information about human development, relationships, consent, and sexual health, as part of our RSE curriculum.
3. To promote positive relationships, empathy, inclusivity, and respect for diversity among our students.
4. To educate students about the importance of consent, personal boundaries, and respectful behaviour.
5. To encourage open and respectful dialogue between students, teachers, and parents/guardians regarding RSE and social-emotional well-being.

**Curriculum and Delivery:**

1. The Second Step program will be implemented throughout our school, providing lessons and activities that promote social-emotional skills and empathy.
2. RSE lessons will be integrated into the curriculum using age-appropriate resources and materials that align with our values and legal requirements.
3. RSE lessons will be delivered by trained educators who create a safe and inclusive learning environment, encouraging students' engagement and understanding.
4. We will provide opportunities for parental involvement and regular communication regarding the RSE curriculum, including the topics covered and the teaching approaches used.

**Staff Training and Support:**

1. All staff involved in delivering the Second Step program and RSE curriculum will receive appropriate training and professional development, ensuring they are knowledgeable, confident, and sensitive to students' needs.
2. Staff members will have access to ongoing support and resources to enhance their delivery of the Second Step program and RSE curriculum

**In Upper KS2 (Year 5 & 6) sex education includes:**

1. Understanding puberty: Explaining the physical, emotional, and hormonal changes that occur during puberty, including the development of secondary sexual characteristics.
2. Reproductive systems: Introducing basic information about human reproductive systems, including the function of reproductive organs and the process of fertilisation.



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3. Emotional and social changes: Discuss the emotional and social changes that accompany puberty, such as developing self-identity, managing emotions, and building healthy relationships.
4. Personal hygiene: Addressing the importance of personal hygiene, including the care of changing bodies and menstrual hygiene (for girls).
5. Consent and boundaries: Teaching children about consent, respecting personal boundaries, and understanding the difference between safe and unsafe touch.
6. Healthy relationships: Promoting understanding of healthy friendships, family relationships, and the characteristics of positive relationships.
7. Online safety: Discuss internet safety, responsible online behaviour, and the potential risks and consequences of sharing personal information online.

### **EYFS**

In EYFS children begin to learn about the concept of male and female, families and life cycles including identifying young animals to their matching adult form. We also learn how to care for ourselves and our personal hygiene in our 'Managing Me' fortnight.

In ongoing PSHE work, they develop the skills to form friendships and think about relationships with others. This supports their Personal, Social and Emotional Development as part of the Prime Areas of learning in EYFS.

### **Key Stage 1**

Through work in Science, children learn about the life cycle of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In other aspects of the curriculum children learn about families, different kinds of relationships, family groups and friendship. They learn about rituals and traditions within faith that are associated with birth, marriage and death. They explore the different emotions involved.

### **Key Stage 2**

In science, children build upon their knowledge of life cycles and learn about the basic biology of human reproduction. In other aspects of the curriculum, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different friendship patterns. They will develop the skills needed to form relationships and respect the emotions and feelings of other people. They will consider how to make simple choices and exercise some basic techniques for resisting pressure from others and their peers.

### **Year 5**

#### **Changes**

These sessions cover understanding the physical changes during puberty, why they happen and how to manage them. Boys and girls are introduced to the topics as a group and discover how the male and female body change during puberty. The boys and girls are then



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separated so that specific elements can be covered and children can ask questions within their peer group without fear of embarrassment.

## **Year 6**

### **Sexual relationships**

These sessions explain how babies are made within a stable, loving relationships. They show the children how the baby develops in the womb and how the baby is born.

**Key sessions are outlined below. Sessions will be held separately for boys and girls.**

Children will have the opportunity to ask questions, so we can address any concerns or worries that they may have, and have a chance to write about what they already know.

If you would like to view the materials and resources we will be presenting, ahead of your child taking part in this unit of work, please use the following links below:

- [Boys RSE Powerpoint](#)
- [Girls RSE Powerpoint](#)
- Childnet - [Self-Esteem](#)
- Childnet - [Sexting Powerpoint](#) (Sharing images of a sexual nature or inappropriate sexual language on social platforms such as WhatsApp/TikTok and the legal consequences)
- [Pride Month Resources](#)

### **Relationships and Sex Education Curriculum Map**

| <b>Year 6</b> | <b>Theme</b>                                   | <b>Lessons Aims and topics explored</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <b>Puberty, relationships and reproduction</b> | <p><b>Lesson 1:</b> Self-Esteem -Students can reflect on how life online can be idealised and may not reflect reality and empathise with others and offer advice to those who may be struggling online</p> <p><b>Lesson 2:</b> I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</p> <p><b>Lesson 3:</b> I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> |



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|  | <p><b>Lesson 4:</b> I understand what a loving relationship is and that there are many types of relationships.</p> <p><b>Lesson 5:</b> I understand what a sexual relationship is and who can have a sexual relationship.</p> <p><b>Lesson 6:</b> I can describe the process of human reproduction, from conception to birth (boys and girls taught separately).</p> <p><b>Lesson 7: SEXTING</b> - Students can understand the pressures on young people to send naked pictures (sexting).</p> <p>Lesson 8: Pride Month Part 1- I can describe what it means to be inclusive</p> <p>Lesson 9: Pride month Part 2 - I can explain the purpose of Pride Month</p> |
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**Evaluation and Review:**

1. This policy will be reviewed regularly to ensure it remains aligned with our values, legal requirements, and best practices in social-emotional learning and RSE.
2. Feedback from students, staff, parents/guardians, and relevant stakeholders will be sought and considered to inform future developments and improvements in our social-emotional learning and RSE provision.