

Primary PSHE (Personal, Social, Health and Economic Education) Policy Including Relationships and Sex Education

Committee Name:	Standards and Achievement Committee
Date of Approval:	October 2023
Validity Date:	2023-2027
Person responsible:	Head Teacher

This policy was written in consultation with staff, pupils, parents and governors, alongside advice from the Bi-borough, DfE and Church of England. We undertake to follow the principles in the Church of England document, “*Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSE)*”.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SMSC Policy
- SEND Information Report

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw.
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important.
- Clarify the content and manner in which RSE is delivered, including our definitions for Relationships Education and Health Education.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review
- Reinforce the Christian ethos held by the school.

1. Aims

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life.

Through quality delivery, our PSHE programme aims to:

- Provide a framework in which sensitive discussions can take place

- 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
- Develop confidence to talk, listen and think about feelings and relationships in order to live safe, happy, healthy and fulfilling lives
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive, respectful and healthy relationships
- Develop positive attitudes and values, and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions, and help them to understand they have rights and responsibilities that help them make a positive contribution to society
- Know where to get confidential advice and support

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 and 35 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 2.1 **Relationships Education** is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 2.2 **Health Education** is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.
- 2.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

At St Saviour's CE Primary school, we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 10 below for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

3. Definition

Relationships Education:

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.” RSE is not about the promotion of sexual activity.

Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

4. Moral and Values framework

Relationships, Sex and Health Education is part of the school’s personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the Christian moral code, and of the Christian values which underpin all our work in school. RSE supports and guides children and young people in lifelong learning about relationships, emotions, and the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding and accepting diversity regarding other religions, cultures and sexual orientation

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory

science and the new statutory Relationships and Health Education we will be delivering two lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for Year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons. This does not include lessons about puberty, which is part of statutory Health Education.

For more information about our curriculum, see our curriculum map in Appendix 1.

5.1 Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

5.2 Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

5.3 Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

5.4 Areas of Non- Statutory Content covered:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers
- Lesson on Sex Education in Year 6 (refer to section 10)

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6.1 Timetable allocation

PSHE (including RSE) will be taught once a week for one hour, although session length may vary due to content of each lesson. Teachers are advised to use their professional judgment when planning lessons.

6.2 Groupings

Teachers will use their professional judgment in deciding how to group the pupils e.g. pairs, small groups, single sex groups, depending on the topic and the individual needs of the class.

6.3 Staff Involved

Lessons will be delivered by the class teacher. It is important to note that where outside visitors (e.g. the School Nurse) help to deliver RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

6.4 When taught

PSHE and RSE will be taught in dedicated PSHE lessons as well as within science lessons (where appropriate). PSHE will also be incorporated with assemblies and themed days/weeks e.g. Anti-Bullying Week and on Online Safety Day.

6.5 Content and Resources

We use the Health Education Partnership Primary PSHE and wellbeing framework work to help deliver our PSHE curriculum. Lessons are supported using a range of resources from sources (such as the PSHE Association, MIND and Google Internet Legends).

RSE lessons are planned using the scheme of work from the Christopher Winter Project (CWP) and PSHE Association. We have reviewed these resources and deem them appropriate for our children.

Lesson plans and suggested activities are provided for each topic. Each lesson starts with a review of our Ground Rules for creating a safe teaching and learning environment for PSHE.

- In every section of the course, a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.
- Lessons should be recorded in some form and displayed in our class folders. A page containing the date, topic and a summary of the activity should be completed by the children for each lesson. Up to 4 pieces of evidence (written work, photos, reflections on post-its etc.) should be attached to this. The class folder is kept visible in the class so that children are able to reflect on and re-access their learning when they choose to. The class folder is moved up with the class so that teachers can review what has been taught previously and children can also reflect on their previous learning.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

7. Approaches for Delivering Effective PSHE

7.1 Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. Questions will be approached in the following way:

- Question boxes will be used within RSE lessons
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout school
- It is inappropriate for the teachers and children to answer personal questions
- Staff are encouraged to answer all questions but will use their professional judgment to decide whether an appropriate response should be given in a whole class situation or referred to home or head teacher.
- In support of our equal opportunities policy staff will challenge discrimination and stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.
- Pupils may also ask their Listening Partner (the member of staff they have selected) if there is anything they wish to know. Listening Partners will check with the child's class teacher before answering, to ensure that their answer is in the context of the lesson content.

If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

7.2 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

7.3 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances, staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

All Staff have received annual training on Safeguarding and Child Protection. In addition, there have been several INSET sessions on PREVENT with particular reference to anti-radicalisation and Female Genital Mutilation

(FGM). If a child discloses anything that alerts the Designated Teacher to a problem in this area, they will respond to it in line with our Child Protection and Safeguarding policy.

7.4 Being an Inclusive School

It is intended that the school's RSE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non-judgmental environment in which to learn. Therefore no child or family will be discriminated on grounds of race, religion, gender, health, ability or sexuality. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and that some children may have a different support network around them. The policy and content will comply with LA and government guidance.

7.5 Meeting the Need of Pupils with SEND

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate RSE and PSHE is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

8. Assessing and Monitoring the Programme

The PSHE Lead and Senior Management Staff will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

9. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning

- Managing sensitive issues

10. Specific Issues Related to Sex Education

10.1 DfE Sex Education Recommendation

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (refer to the 'Relationships Education' paragraph of section 5.1), we have chosen to deliver further lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6, we will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

10.2 Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

10.3 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020, parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in the 'Relationships Education' of section 5.1. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6, as outlined in the Non-Statutory Content paragraph of section 5.4.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 3 of this policy, and send this to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10.4 Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

11. Roles and responsibilities

11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Standards and Achievement Committee.

11.2 The headteacher

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy. This includes:

- Embedding a whole school approach to RSE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up to date with current themes.
- Ensuring dedicated curriculum time for RSE.

The headteacher will ensure that staff who have concerns about the teaching of RSE will have an opportunity to discuss these.

11.3 Staff

Staff are responsible for:

- Delivering 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 non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4 Pupils

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

A copy of this policy will be supplied to all staff and governors and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

Appendix 1: Curriculum map

PSHE curriculum map

Core Themes:

Health and Wellbeing	Relationships	Living in the Wider World
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Awareness of feelings	Healthy people	Emotions and feelings	Mental Health and Wellbeing	Mental Health and Wellbeing	Healthy Lifestyles
	All about me	All about my feelings	Peer influence/pressure	Rights and Responsibilities	Personal Safety	Drug Education – Drugs, risks and the Media
					Self-Respect and Personal Goals	
Autumn 2	Being different	Money, shopping and saving	Me and my community	Persuasion and pressure	Being Left Out	Celebration – supporting each other
	Money			Media and Me	Stereotypes and Diversity	Protected Characteristics and Bullying
Anti-Bullying Week						
Spring 1	Keeping well and clean	Keeping safe	Healthy Lifestyles	Healthy Lifestyles	Healthy lifestyles	Moving on

	My friendships	Making and breaking friendships	Safe Relationships	Friendships / Inclusion	Friendships and Coping with Bullying	Mental Health and Online Safety
						Family Dynamics
Spring 2	The Environment	Coping with conflict	Where do things come from?	Local Community – shared responsibilities	Working together and aspirations	Democracy and decisions
		Special days			Media literacy and digital resilience	Media literacy and digital resilience
	Diversity Week					
Summer 1	Keeping Safe	About my body	Drug Education - Smoking & Basic First Aid	Growing and Changing	Puberty	Puberty and Relationships
	My family	Exploring our families	Keeping safe	Drug Education - Alcohol and Decision making	Drug Education – Legal and Illegal Drugs	Sex Education
					Relationships	Relationships
Summer 2	Losing and finding	Global food	Different Families	Types of relationships	What makes a Democracy?	Money and Me
	Aspirations		Aspirations	Money	Aspirations, work and career	
	Looking after myself		Managing money			Managing Money

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	