

Inspiring each other to achieve success



Congerstone Primary School

## Congerstone Primary School

**PSHE** (Personal, Social Health, Economic Education)

including

**(Relationships Education, Health Education & Sex Education in  
Y5/6)**

Adopted from: based on **DFE guidance, PSHE Association documents**

Policy to be reviewed: **Every 3 years**

Last reviewed: **June 2020**

Date of next review: **June 2023**

Signed: ..... Date: .....  
Chair of Governors

Name:

Signed: ..... Date: .....  
Headteacher

## **1. Policy aims**

The school publishes this policy as a statutory requirement and with the following aims to:

- Offer a clear guide to parents, carers, staff and visitors.
- Define statutory requirements for ‘Relationships and Sex Education’ and ‘Physical Health and Emotional Wellbeing Education’.
- Clarify the place of PSHE within the curriculum
- Explain PSHE delivery at school
- Give information to parents and carers about their involvement with RSE

## **2. Policy development**

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, local health professionals, school nursing team, Leicestershire and Rutland Healthy Schools team.

Development of the policy has been supported by school governors, who have ratified the finished document.

## **3. Statutory requirements**

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance will become mandatory in September 2020. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools
- Health Education will be compulsory in all Primary and Secondary Schools
- PSHE supports us in our statutory duties of Keeping Children Safe in Education

## **4. Ethos and values**

At Congerstone Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and go on to become informed, active and responsible citizens. PSHE flows through many curriculum areas

We believe that, to be effective, Relationships Education and Health Education should always be taught within a broader PSHE education programme which includes anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE (Relationships and Health Education) at Congerstone is to:

- Promote the spiritual, moral, cultural, mental and physical development of all children
- Help children develop feelings of self-respect, confidence and empathy
- Encourage children to value and respect themselves and others
- Prepare children for the opportunities, responsibilities and experiences of later life
- Allow children to acknowledge and appreciate difference and diversity
- Provide children with a toolkit for understanding and managing their emotions
- Teach children how to make informed choices
- Prepare children to be positive and active members of a democratic society
- Teach children to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide children with opportunities to consider issues which may affect their own lives and/or lives of others
- Help children identify characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

We believe that all children should receive accurate information that supports their needs and explains their rights. PSHE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

## **5. Definitions and curriculum content**

### **PSHE ( Personal, Social, Health and Economic Education)**

At Congerstone this encompassing 3 key areas

1. Relationship Education (includes some statutory- see appendix 2)
2. Health Education (includes some statutory- see appendix 2)
3. Living in a wider world (includes, aspects of citizenship, money, caring for the environment, media influences and careers)

Our PSHE Curriculum Overview (appendix 1) includes all 3 elements and has been designed in consultation with staff, governors, parents, pupils, taking into account the age, needs and feelings of pupils and covers all 3 aspects

#### **1. Relationships Education**

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships which will support and guide children in life-long learning about relationships and emotions, with particular reference to friendships, family relationships, and relationships with other children and adults. DFE guidance (see Appendix 2) requires us to teach objectives under the following topics;

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

#### **2. Health Education**

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of PSHE and Relationships Education. DFE guidance (see Appendix 2) requires us to teach objectives under the following topics;

- 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- Y4)

#### **3. Sex Education**

The DFE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of their children. Our programme contains statutory elements of the Science curriculum (see Appendix 2)

Sex education outside of science includes helping our children to understand and manage their physical and emotional development, as they prepare for adolescence and the decision's adult life will require.

Our programme also contains non-statutory content which school feels is age appropriate and does an important job of helping to answer some of the questions children ask as they come to the transition period between Primary and Secondary school.

It is important this transition phase, moving to secondary school, supports children's ongoing emotional and physical development effectively. The DFE recommends all primary schools plan a sex education programme which ensures both boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle set out in the national curriculum for science.

This takes the form of 2 lessons

- Lesson 1; The physical, emotional and social changes at puberty, which includes personal hygiene (this may be covered in Year 5 if the class are deemed to be ready. Parents will be informed)
- Lesson 2; focussing on consent in intimate adult relationships and how a baby is conceived and born. (parents will be fully informed and if they wish to withdraw their child from these lessons the procedures are set out within section 12)

## **6. Delivery**

- Some PHSE lessons form part of PPA cover. Lessons are planned by the Headteacher
- Relationships and Health Education are planned for within the PSHE curriculum (see Appendix 1)
- Y5 and Y6 Sex education lessons are planned and taught by the classteacher.
- External visitors may be used from time to time to enhance, but not replace, our delivery of PSHE. Visitors will be checked to ensure what they are offering is of quality and appropriate for our students. e.g Life Education Bus, School Nurse, NSPCC
- Relationships Education sessions include signposting information for children, including identifying safe and appropriate adults for them to go to for help and support. This will include family, members of the school such as classteacher or teaching assistant but also include external agencies such as Childline.

## **7. Inclusive and accessible Relationships Education**

Congerstone Primary School has duties, under the Equalities Act (2010), to ensure it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure teaching meets the needs of all students. Our school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure Relationships Education is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

## **8. Safeguarding and confidentiality**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and are mindful of the school's safeguarding policy and procedures when delivering PSHE sessions. Staff understand that they cannot offer unconditional confidentiality to children and children will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **9. Answering pupil questions**

As with all subjects, children will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

## **10. Staff training**

Relationships Education will be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground-rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire and Rutland Healthy Schools.

### **11. Monitoring and assessment**

The school has the same high expectations of children's work in PSHE as in other areas of the curriculum. The subject lead will support teachers to assess children's work and progress. At Congerstone Primary School this will be monitored through planning and work scrutiny, learning walks, pupil interviews. Children's feedback will be important to the future development of PSHE at our school. Regular subject audits will ensure that provision is up to date and meeting the needs of our children.

### **12. Working with parents and carers**

School has consulted parents and carers and their views have been taken into consideration when planning and delivering PSHE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex education taught outside of science.

From September 2020 Parents and carers have the right to excuse their child from Sex Education outside of science (as outlined above).

From September 2020 parents do not have the right to excuse their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to excuse their child from Sex Education we ask that they discuss it with the Head Teacher and then write a request to be excused using the form found in Appendix 3 of this policy and addressed to the headteacher. Parents, carers and staff should be aware that children who are excused from Relationships and Sex education will have questions about why this has happened. It should also be understood that children may ask their peers questions about lesson content. Alternative work will be given to children who are excused from sex education.

## APPENDIX 1. PSHE RSE Long Term curriculum overview



# PSHE EDUCATION: LONG-TERM OVERVIEW –



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	How do we achieve our goals?	What helps us stay healthy?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	How does my behaviour affect others?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What jobs would we like?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change?	How can we help in an accident or emergency?	How can friends communicate safely?	How do we make healthy choices?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	
Health and well being			Living in the wider World		Relationships	

## APPENDIX 2. Statutory content- Science, Relationships, Physical health & Mental Wellbeing

From the Science Curriculum	
<p>Key Stage 1 (age 5-7 years) - Statutory Science Curriculum</p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p>Key Stage 2 (age 7-11 years) - Statutory Science Curriculum</p> <ul style="list-style-type: none"> <li>• Describe the life process of reproduction in some plants and animals</li> <li>• Describe the changes as humans develop to old age</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

### Statutory Relationships Education

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

Topic	Pupils should know
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and implications of it for both children/adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Statutory Physical Health and Mental Wellbeing

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> <li>• mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>

	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, risks of excessive time spent on electronic devices and impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• the internet can be a negative place where online abuse, trolling, bullying &amp; harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding information, including from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### APPENDIX 3. Parental withdrawal monitoring form

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>List details of what was agreed at the meeting, include alternative arrangements for pupils being excused.</i>
Staff signature	