

Relationships Education, Health Education and PSHE Policy

Eversley Primary School



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Contents

1. Aims	Page 2
2. Statutory requirements	Page 2
3. Content and delivery	Page 2
4. Right to withdraw	Page 5
5. Roles and responsibilities	Page 6
6. Monitoring arrangements	Page 6
7. Links with other policies	Page 6

1. Aims

At Eversley Primary School we enable children to become confident, capable and caring individuals with a knowledge and understanding of the value systems found in Britain. We teach them to have respect for other peoples' views, to celebrate the diversity in society and gain an understanding of sex and relationships education (SRE) at an age appropriate level.

Our aim is for all children to leave Eversley Primary School being able to reflect on their own experiences and to develop a personal response to the fundamental questions of life and understand the importance of physical activity and diet for leading a healthy lifestyle. In addition, we want the pupils to feel empowered to manage their mental health, developing their self-esteem and ability to express their own views and feelings.

2. Statutory requirements

As of September 2020, some elements of our Personal, Social, Health and Economic education (PSHE) curriculum are statutory and are outlined within the government guidance for Relationships Education and Health Education. However, there are also non-statutory aspects of PSHE that we teach.

- We must teach Relationships Education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach Health Education under the same statutory guidance
- We have chosen to teach some non-compulsory elements of Sex and Relationships Education
- We will also teach some other non-statutory content within the area of 'Living in the Wider World'

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

The statutory content for Relationships Education teaches children about the following areas:

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

The statutory content for Health Education teaches children about the following areas:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco (using the Christopher Winter Project resources)
- Health and prevention
- Basic first aid
- Changing adolescent body (using the Christopher Winter Project resources)
- Sex and relationships education (non-statutory – 1 lesson – see Sex and Relationships Education Policy)

The non-statutory content for Living in the Wider World teaches children about the following areas:

- Environment
- Economic awareness
- Community
- The royal family
- British values
- Politics
- Media
- Outdoor safety

For a year on year breakdown, see the curriculum map at the end of this document.

3.2 Sex and Relationships Education

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Eversley Primary School will ensure that parents' and carers' views are heard and that taught SRE is culturally appropriate and inclusive of all our children.

From September 2020 Relationships Education will become compulsory in all primary schools in England. The focus of Relationships Education in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults both in person and online. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.

Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

All maintained primary schools will be expected to continue teaching reproduction as part of the National Curriculum: Science. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Throughout the school, the correct scientific language is used for all body parts. Teachers will respond to questions from children in an age-appropriate, sensitive manner. Particularly within Key Stage 2, this will often be done through anonymous questions which are addressed the following day or after a period of time. The scheme of work we currently use (the Christopher Winter Project) has teacher guidance fact sheets that staff will refer to, to ensure they answer such questions correctly and appropriately. In some situations, questions related to issues beyond the statutory guidance and/or not contained in the guidance fact sheets, might not be answered by teachers. However, children will also be reminded that they should not turn to inappropriate sources of information i.e. the internet to answer their questions.

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or the likelihood of being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will refer to the Head Teacher and/or the Safeguarding Lead who will then deal with it as a matter of urgency in consultation with health care professionals. Any professional working in a classroom context in schools is governed by the school's confidentiality policy. Health and other professionals working in a clinical context are bound by their own professional guidelines.

The scheme of work used for Sex and Relationship Education is the 'Christopher Winter Scheme of Work'; winners of the FPA's Pamela Sheridan Award for Excellence in S.R.E.

Foundation Stage:

Family and Friendship

- Caring friendships
- Being kind
- Families

Year 1:

Growing and Caring for Ourselves

- Different friends
- Growing and changing
- Families and care

Year 2:

Differences

- Differences
- Male and Female Animals
- Naming Body Parts

Year 3:

Valuing Differences and Keeping Safe

- Body differences
- Personal space
- Help and support

Year 4:

Growing Up

- Changes
- What is puberty?
- Healthy relationships

Year 5:

Puberty

- Talking about puberty
- The reproductive system
- Help and support

Year 6:

Puberty, Relationships and Reproduction

- Puberty and reproduction
- Communication in relationships
- Families, conception and pregnancy ** parents have a right to withdraw from this lesson only**
- Online relationships

3.3 How we teach it

Curriculum Provision

At Eversley Primary School, PSHE is delivered within a whole school approach which includes:

- Discrete curriculum time. Weekly lesson times allocated to PSHE and/or Circle Time. Children are taught in mixed ability, mixed gender groupings. A variety of approaches that cater for children's different learning styles are used to ensure pupils are actively engaged in their learning. These include discussion, group work, drama and other active learning techniques.
- Assemblies (See Collective Act of Worship Policy)
- Teaching PSHE through and in other subjects/curriculum areas including:
 - English: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
 - Mathematics: aspects of financial capability, counting and sharing.
 - Science: drugs, medicines, sex, health, safety and the environment.
 - Design & Technology: health and safety, healthy eating and use of technology.
 - ICT: communicating with others via e-mail, finding information on the internet and checking its relevance, e-safety and keeping safe online.
 - History: reasons for and results of historical events, diversity within societies, significant people, events, ideas and experiences of people from the past.
 - Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world.
 - Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
 - Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
 - Physical Education: learning about health and safety, development of personal and social skills through team and individual activities, games and sports. The children also recognise the need for rules and motivation and the importance of an active, healthy lifestyle.
 - RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. The children also learn about the work of religious charities e.g. Mitzvah day, Sewa international, Khalsa Aid, Christian Aid etc.
- PSHE activities and school events including:
 - Sports events
 - RE Visits
 - National events e.g. WE day
 - Events that take place with partnership schools
 - School or class organised Events, e.g. Children in need and Comic Relief
 - Class enterprise projects.

Opportunities for KS2 pupils to support other children in various roles including sports captains, house captains etc.

- Pastoral care and guidance: daily interaction between staff and children, either one-to-one, in groups or specific times. Additional pastoral support and lessons for those in the Sunshine class.
- National and local initiatives, e.g. Sugar Smart Enfield.

All Eversley staff will play a part in the delivery of the PSHE curriculum from class teachers teaching discrete and integrated cross-curricular lessons, SMT and other staff delivering assemblies, specialist teachers covering aspects within their lessons and all staff modelling values at all times.

3.4 Inclusion of pupils with special educational needs and disabilities (SEND)

PSHE must be accessible for all pupils and we will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. However, as a school we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and SRE can be particularly important subjects for these pupils; particularly those with Social, Emotional and Mental Health needs or learning disabilities. Therefore, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages, this will be carried out in liaison between class teachers, LSAs (where appropriate) and the SEND team. Some children will also receive additional PSHE and pastoral support from staff including the SEND team.

3.5 Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and SRE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must comply with the relevant provisions of the [Equality Act 2010](#), under which sexual orientation and gender reassignment are amongst the protected characteristics. The Relationships Education [statutory guidance](#) also states that by the end of primary school, children must be taught that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.

We will ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into our programmes of study for PSHE rather than delivered as a standalone unit or lesson. For example, when teaching about families and respecting differences, children will be shown all different types of family including LGBT families, single-parent families, large families, extended families etc. Each family type will be given equal focus rather than a standalone lesson on LGBT families. We feel this is appropriate because it is reflective of the demographic of our school; in that our pupils come from a wide range of family backgrounds.

As with all areas of the curriculum, teachers must deliver these lessons without any influence from their personal beliefs and attitudes. In the extremely unlikely event that teachers do not believe they can do this, they must inform the PSHE subject leader and SMT who will arrange alternative provision for the children.

3.6 Recording, assessment and reporting of PSHE

Each class in the school has a PSHE floor book to record the range of activities and experiences of the class. In addition, each pupil will use the back of their RE/PSHE book to record any individual work and assessment tasks.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding. For example, information on effective, respectful relationships both on and off line, physical and mental health, understanding of rules and safety procedures, and the meaning of ideas including democracy and British Values.

- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessment will take place three times throughout the year, once after each main section (at the end of Autumn term for Relationships Education, the end of May half term for Health Education and at the end of the year for Living in the Wider World).

Assessment levels for PSHE will be reported to parents formally twice each year. A pupil's attainment and progress in PSHE may also be discussed at parent consultations where appropriate.

Additional assessment and recognition in PSHE could come in the form of:

- Children receive thank-you certificates for demonstrating one of the Eversley values
- Star of the Week selection for being confident, capable and caring school citizens
- A visit to the Head Teacher or member of SMT to recognise exceptional work
- Eversley Outstanding Citizen Award - A special award to acknowledge outstanding thoughtfulness and consideration for others observed at school
- House points awarded within class and around the school for showing the Eversley Values

4. Right to withdraw

According to the [statutory guidance](#), where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum), the school must allow parents a right to withdraw their children. However, there continues to be no right of withdrawal from any part of the national curriculum. Therefore, there is no right to withdraw from Science, Relationships Education or Health Education.

At primary age, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

At primary age, the Health Education curriculum also covers key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle.

At primary age, the Relationships Education curriculum contains teaching about the importance of permission-seeking and giving in relationships with friends, peers and adults, what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context), and that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Considering all of these statutory elements of the National Curriculum, there is only one SRE lesson from our current scheme of work that parents have a right to withdraw their child from. This lesson is the Year 6 lesson on conception and pregnancy. If a parent wishes that their child is withdrawn from this lesson, they should discuss this with the class teacher and/or PSHE subject leader. If parents would like to view the content of the SRE lessons in advance, this is available from the PSHE subject leader. There will also be an opportunity to meet with the PSHE leader and view the resources at an SRE coffee morning/afternoon during the school year.

5. Roles and responsibilities

5.1 The governors

The governors will approve the Relationships Education, Health Education and PSHE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher, alongside the PSHE subject leader, is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding appropriately to questions
- Responding to the needs of individual pupils

5.4 Pupils

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

5.5 Parents

The school is fully aware that the primary role in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and, co-operation. This is one of the main reasons we are available for all parents and carers of children to discuss the PSHE programme, to explain any issues arising, discuss how it is taught and to see the materials the school uses in its teaching. We will also aim to inform parents about the best practice known with regard to Relationships and Health Education, so that the teaching in school supports the key messages that parents and carers give to children at home. Where possible, we will enlist outside agencies to provide workshops for parents.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

6. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE subject leader (currently Jenny Barton) through:

- Book scrutinies
- Learning walks
- Pupil interviews/questionnaires
- Staff interviews/questionnaires

This policy will be reviewed by the PSHE subject leader every two years. At every review, the policy will be approved by the governors and the Head Teacher.

7. Links with other policies

This policy links to the following policies and procedures:

- Drugs Education policy
- Spiritual, Moral, Social and Cultural (SMSC) policy
- Collective worship policy
- Science policy
- E-Safety policy
- Child Protection policy
- Anti-Bullying policy

PSHE Curriculum Overview – KS1 and KS2

	Relationships education		Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 1	<u>Caring friendships</u> What makes a good friend? Loneliness and isolation Caring friendships <u>Respectful relationships</u> Respecting differences Courtesy and manners	<u>Anti-bullying week</u> <u>Families</u> Importance of families <u>Being safe</u> Privacy How to voice concerns and get advice Internet Safety	<u>Mental wellbeing</u> Importance of mental wellbeing Mindfulness Recognising emotions Feelings and behaviour	<u>Physical health and fitness</u> How to seek support if worried about health <u>Health and prevention</u> Dental health Personal hygiene Road safety	<u>Drugs, alcohol and tobacco</u> Medicines x 3 <u>Basic first aid</u> How to make an emergency call	<u>The Wider World</u> Cooperation in a group Living together Outdoor safety Environment <u>Economic Awareness</u> Needs and wants Looking after my money
Year 2	<u>Caring friendships</u> What makes a good friend? Why friendships are important How friendships make us feel Trust <u>Respectful relationships</u> Respecting differences Gender and racism	<u>Anti-bullying week</u> <u>Families</u> Characteristics of healthy family life Living together in a family <u>Being safe</u> Boundaries – personal and online Stranger danger How to voice concerns and get advice	<u>Mental wellbeing</u> Importance of mental wellbeing Mindfulness How to recognise and discussing own and others' feelings <u>Healthy eating</u> Risks of poor diet and inactive lifestyle	<u>Heath prevention</u> Personal hygiene <u>Drugs, alcohol and tobacco</u> Hazardous substances x 3 <u>Basic first aid</u> How to make an emergency call	<u>Changing adolescent body</u> Differences: boys and girls Differences: male and female Naming the body parts	<u>The Wider World</u> Community People who help us Royal family Laws – the big legal lesson <u>Economic Awareness</u> Keeping track of money Spend or save? Where money comes from
Year 3	<u>Caring friendships</u> What makes a good friend? Repairing relationships	<u>Anti-bullying week</u> <u>Families</u>	<u>Mental wellbeing</u> Importance of mental wellbeing Mindfulness	<u>Healthy eating</u> What constitutes a healthy diet Principles of planning and	<u>Changing adolescent body</u> Differences: male and female	<u>The Wider World</u> Our community in the media Organisations which help

	Relationships education		Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
	<u>Respectful relationships</u> Courtesy and manners Respecting differences Racism, gender and jobs Disabilities	The meaning of family Different types of families <u>Being safe</u> Permission seeking and giving and personal space Appropriate contact and touch Private parts and the PANTS rule How to voice concerns and get advice Internet Safety	Self-care techniques Self Esteem	preparing healthy meals Risks of poor diet and unhealthy eating <u>Health prevention</u> The importance of sleep Sun protection Importance of hygiene to prevent illness		our community Rubbish and recycling <u>Economic Awareness</u> Lending and borrowing Earning money and jobs
Year 4	<u>Caring friendships</u> What makes a good friend? Managing conflict – role play <u>Respectful relationships</u> Respecting differences Diversity Racism and religion Discrimination Gender and toys	<u>Anti-bullying week</u> <u>Families</u> Stable, caring relationships How families should feel What is love? <u>Being safe</u> How to respond safely and appropriately to adults How to voice concerns and get advice	<u>Mental wellbeing</u> Importance of mental wellbeing Mindfulness Benefits of physical exercise and community participation	<u>Drugs, alcohol and tobacco</u> Alcohol x 3 Smoking x 3 Early signs of illness	<u>Changing adolescent body</u> Growing and changing What is puberty? Puberty changes and reproduction <u>First aid</u> Making an emergency call Head injuries Bites and stings Allergies Asthma	<u>The Wider World</u> Housing needs and wants Home is.... Political structure in UK Laws – the big legal lesson <u>Economic Awareness</u> Using accounts to keep money safe What are charities?

	Relationships education		Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 5	<u>Caring friendships</u> Forming positive relationships Friendship struggles Peer pressure <u>Respectful relationships</u> Respecting differences Identity Importance of diversity Importance of self-respect and linking to happiness	<u>Anti-bullying week</u> Stereotypes – race and religion Homophobia <u>Families</u> Marriage and the law <u>Being safe</u> Sexual Harassment How to ask for advice or help for themselves or others	<u>Mental wellbeing</u> Importance of mental wellbeing Mindfulness Mental ill health and early support Media and Body image	<u>Drugs, alcohol and tobacco</u> Legal and illegal drugs Attitudes to drugs Peer pressure	<u>Changing adolescent body</u> Talking about puberty Male and female changes Puberty and hygiene <u>First aid</u> Bleeding Choking Burns and scalds	<u>The Wider World</u> Schools abroad Democracy, government and politics Campaigns and media influence <u>Economic Awareness</u> Foreign currency What influences spending? Saving money
Year 6	<u>Caring friendships</u> Forming positive relationships Different kinds of healthy relationships <u>Families</u> Different types of caring relationships <u>Respectful relationships</u> Respecting differences – - stereotypes and the media - gender and sexuality stereotypes - discrimination and respect/equality	<u>Anti-bullying week</u> <u>Respectful relationships</u> Managing conflict Authority and the law <u>Big Legal lesson</u> <u>Being safe</u> Peer pressure and the internet Sexual Harassment Gang pressure / knife crime Radicalisation	<u>Mental wellbeing</u> Importance of mental wellbeing Mindfulness Where and how to seek support and how to recognise issues in others Self Esteem	<u>Drugs, alcohol and tobacco</u> Cannabis Volatile substances and getting help Help advice and support <u>Health prevention</u> Importance of sleep Immunisation	<u>Changing adolescent body</u> Puberty and reproduction Understanding relationships Conception and pregnancy Communication in relationships <u>First aid</u> Basic life support	<u>The Wider World</u> Helping others - at home, at school and in the community Housing Local and global communities Safer journeys <u>Economic Awareness</u> Effects of economic choices Debt and risk