

**Esh Winning**

**PSHE Policy**

**(including Relationships Education, Sex Education and Health Education - RSHE)**

**November 2021**

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. It complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full'. Although direct reference to this is not continually made, the policy has been written with full awareness to our commitment to and respect for this initiative. The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

We aim to meet the educational needs and expectations of our pupils and aspire to provide those opportunities needed to develop their full potential. We ensure that we develop children's spiritual, moral, social and cultural understanding through our PSHE programme. We promote the fundamental British values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.

We are a 'Rights Respecting School' where our children are nurtured and helped to interact with others, displaying the qualities outlined above.

### **Vision Statement**

To create a safe, inclusive and nurturing environment where the curriculum is creative, inspirational and relevant to the children's present needs and future aspirations.

### **Aims**

**U**nderstand that everyone has the opportunity to excel and flourish in their learning and in life

**N**urture through respect, honesty and tolerance in a safe and challenging educational environment

**I**nvolve children, parents, teachers, governors and the community to ensure that everyone is working in partnership

**Q**uality teaching to help all children achieve their potential

**U**tilise skills to promote independence and resilience that will secure a positive future for our children

**E**mbrace the principle that every child matters

### **Values**

- Respect
- Resilience
- Happiness
- Learning
- Honesty

### **The key drivers for our curriculum**

- Ambition and aspiration
- Resilience and courage
- Autonomy and independence
- Perseverance and solution finding

### **This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2020)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability Code of Practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2021)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

### **This policy should be considered alongside the following:**

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy

### **The Consultation Process Has Involved:**

- Pupil focus groups / school council
- Consultation and engagement with parents / carers
- Review of Relationships Education (Rel Ed) curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation of policy by school governors

### **Statutory Guidance**

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education in primary schools statutory subjects. The DfE guidance on Relationships, Health and Sex Education became active from September 2020.

We are confident that the Jigsaw Programme that we use at here at Esh Winning Primary School covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, we will ensure all statutory duties are fulfilled. We believe the Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

### **Vision for PSHE/RSHE**

The aim of PSHE/RSHE teaching, here at Esh Winning Primary School, is to develop the knowledge and skills required to enable our children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to embrace the challenges of creating a happy and successful adult life. We feel it is very important children are given opportunities to develop the skills required to make sound decisions when facing risks, challenges or new or more complex situations. We aim to deliver lessons that provide contexts for children to embed new knowledge, so that this knowledge can then be used confidently in real life situations. We want our children to have high aspirations, resilience, a belief in themselves and realise that anything is possible. We value PSHE/RSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and

to equip them for life and learning. We want our PSHE and RSHE curriculum to run alongside the schools behaviour policy and our positive behaviour ethos around Zones of Regulation.

## **Aims and Objectives**

As a school we aim to:

- Develop children's skills (e.g. resilience, risk management, problem solving, team work and critical thinking) necessary to make sound decisions when facing risks, challenges and complex contexts.
- Ensure that our children know how and when to ask for help, and know where to access support.
- Deliver high quality, age-appropriate teaching to prepare our children for the opportunities, responsibilities and experiences of adult life.
- Promote the spiritual, moral, social, cultural, mental and physical development in school and in the wider community.

## **Principles and Values**

In addition we believe that PSHE/RSHE teaching should:

- Be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, looked after children, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage pupils and staff to share and listen to each other's views and respect each other's right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

**PSHE/RSHE teaching in this school has three main elements:**

### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Develop skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.

- Challenging myths, misconceptions and false assumptions about behaviour.

### **Personal and Social Skills**

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Knowledge and Understanding**

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about reproduction, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.
- Have a spiral approach to the learning of names of body parts so that each child is equipped with the correct terminology.

### **PSHE Impact**

The impact of our PSHE curriculum is that children at Esh Winning Primary School enjoy PSHE lessons and are prepared for a successful adult life. By the time our children leave our school they will:

- Have positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society.
- Appreciate difference and diversity.
- Recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Be able to understand and manage their emotions.
- Be able to look after their mental health and well-being.
- Be able to develop positive, healthy relationship with their peers both at the current time and in the future.
- Have respect for themselves and others.
- Be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- Have the confidence and positive self-esteem to value themselves and others
- Have respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Have the knowledge to help them avoid being pressured into uncomfortable or dangerous situations.

- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent.
- Have an awareness of their evolving sexuality, gender identity, challenge sexism and prejudice.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
- Have the accurate vocabulary and terminology to disclose information to trusted adults.

## **Relationships Education**

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships. Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found later in this policy. The way the Jigsaw Programme covers these is explained in the coverage grid, mapping document and puzzle maps. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

Health Education in primary schools will cover 'Mental Wellbeing, 'Internet Safety and Harms', Physical Health and Fitness, Healthy Eating, 'Drugs, Alcohol and Tobacco, 'Health and Prevention', 'Basic First Aid' and 'Changing Adolescent Body'. The expected outcomes for each of these elements can be found later in this policy. The way the Jigsaw Programme covers these is explained in the coverage grid, mapping document and puzzle maps. Again, it is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown every lesson through the 'Connect Us' activity and respect is enhanced through the use of the 'Jigsaw Charter'. Also, teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance within the 'Changing Adolescent Body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

## **Sex Education**

Sex Education at primary school is not statutory although the DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education 'should ensure that all children are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born'.

Puberty is taught as a statutory requirement of Health Education and will be covered at some point in Primary School. We aim to cover this by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We firmly believe that children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. We intend to teach this through PSHE (Jigsaw - Changing Me puzzle) and teachers will use their professional judgement to ensure lesson content is appropriate for all learners. We feel that knowledge empowers and protects children as long as it is age-appropriate and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty can be introduced gently in Year 3/Year 4 because some girls may start their periods this early and we feel it is necessary to prepare them for this, so they aren't scared or worried. Conception can be introduced age-appropriately in Year 5/Year 6 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception, childbirth and puberty can then be built upon and age appropriately covered in Year 6. Class teachers will assess the physical and emotional maturity of their individual classes and use their professional judgement to assess the content of the Jigsaw lessons before delivering all lessons. If a teacher feels the children are not ready for certain concepts to be introduced they will defer this teaching until the following year. Teachers will of course communicate with each other with regard to what has been covered as children move into the next year group.

### **Parents' right to request their child be excused from Sex Education**

Some parents/carers prefer to take the responsibility for aspects of this element of education. Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and we would make alternative arrangements in such cases. Those parents/carers wishing to exercise this right are invited in to see Mrs Hodgson or Miss Burns who will explore any concerns and discuss any impact that withdrawal may have on the child. Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty). Mrs Hodgson or Miss Burns will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses.

### **How is Jigsaw PSHE organised in school?**

As stated previously, we include the statutory Relationships and Health Education within our whole-school PSHE Programme. We believe Jigsaw, the mindful approach to PSHE, ensures progression and a spiral curriculum and we specifically tailor it to our children's needs. The coverage grid, mapping document and puzzle maps shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and as these are taught across the school the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss,

<b>Summer 2:</b>	Changing Me	Includes puberty and sex education in the context of coping positively with change.
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At Esh Winning Primary School, all staff will use scientifically correct vocabulary when describing body parts at an age appropriate level to avoid misunderstandings and ambiguity.

For more detailed information about subject content please refer to the Jigsaw content overview. This can be found next to the policy on the school website or behind this policy in the Policy file.

We allocate weekly timetabled teaching time to PSHE/RSHE in order to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers and teaching assistants deliver these weekly lessons. These explicit lessons are reinforced and enhanced in many ways: through assemblies and through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Each child is given a Jigsaw Journal which they use each lesson to reflect on their learning and understanding.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons). Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning and one is based on social and emotional development. The puzzles are designed so that all year groups in the school are following the same themes at the same time, contributing to a whole school approach. We begin with the **Being Me in My World** puzzle. It is important that this is delivered first as it sets up the Jigsaw Charter for the year in the classroom and is part of building a class community. We then move to the **Celebrating Difference** puzzle during the second half of the Autumn term and this is timed to fit in with Anti-Bullying Week that takes place at a similar time. In the Spring term we move onto the **Dreams and Goals** puzzle as this fits in with the theme of a new year in January and looking forwards as we often do at this time of year. Following this we move onto the **Healthy Me** and **Relationships** puzzles. These units can tackle some of the more controversial topics such as medicines and drugs so we feel they are better introduced at this point when a safe learning environment is well established and children feel settled and comfortable with their teacher, and each other. Finally towards the end of the school year we move onto the **Changing Me** puzzle. Again due to the nature of the content of this unit i.e. naming body parts, puberty and sex education we feel this is best delivered at this point when teachers have had a considerable amount of time with their classes and safe learning environments are well established. It also gives teachers the maximum amount of time to assess the emotional maturity of their classes, knowledge vital to delivering effective, successful sex education. This puzzle also contains content on moving on from one class to another, and from primary to secondary school for Year 6 children so is delivered at the end of the school year.

In addition all year groups access a selection of 'Educate & Celebrate' books each year to teach LGBT+ issues and equal opportunities at an age appropriate level.

### The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. It needs to include the aspects below:

## **The Jigsaw Charter**

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## **Inclusion**

### *Pupils with Special Needs*

We will ensure that all pupils receive PSHE/RSHE and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Jigsaw is written as a curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with Miss Burns.

## **Equality**

This policy will inform the school's Equalities Plan. The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Esh Winning Primary School, we are confident that LGBT + teaching is fully intergrated into our PSHE/RSHE curriculum. We aim to deal sensitively and honestly with regard to sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them. We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes there may be tension in our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in our PSHE/RSHE Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

## **Assessment of PSHE**

Assessment is carried out where appropriate, for example; at the end of every puzzle and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. In order to assess the children's knowledge in PSHE/RSHE, staff will informally measure children's work and development against the attainment descriptors – ensuring all pupils have the opportunity to develop the appropriate skills and knowledge expected of them; whilst providing feedback which will enable each child to develop their skills further. The attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE/RSHE. Our philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

## **Reporting to Parents/Carers**

Assessment against the attainment descriptors, children's Jigsaw Journals and floor books assist teachers in reporting meaningful learning progress to parents/carers.

## **External contributors**

External contributors from the community, e.g. school nurses, community police and fire officers make a valuable contribution to our PSHE/RSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers will always be responsible for the delivery of the PSHE/RSHE programme.

## **Safeguarding reports of abuse and confidentiality**

Teachers need to be aware that sometimes disclosures may be made during PHSE/RSHE lessons; in which case, school safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If a disclosure occurs, our school's safeguarding policy will be enacted.

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreements.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we may address which are likely to be sensitive and controversial could include those that may:

- Have a political, social or personal impact
- Deal with values and beliefs including family lifestyles and values
- Physical and medical issues
- Financial issues
- Bullying and bereavement

Teachers will take all reasonable, practical steps to ensure that, where sensitive or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE/RSHE-related issues are varied. However, while personal views are respected, all PSHE/RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE/RSHE questions from pupils are answered according to the age and maturity of the pupil(s) concerned. When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children whose questions go unanswered may turn to inappropriate sources of information. We believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leads if they are concerned.

## **Working with parents and carers**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Here at Esh Winning Primary School, we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for parent/carers to access. Additionally we will consult parents/carers prior to teaching the Changing Me topic in the summer term about the detailed content of what will be taught. Parents and carers have the right to see sample materials used within the teaching of PSHE/RHSE and can do so by prior appointment with a member of staff. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home. Support will be available for all parent/carers with regard to talking to their children about relationship, health and sex education and how to link this with what is being taught in school. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

## **Pupil's understanding of period products and disposal in school**

As part of lessons on puberty, pupils who have or will have periods will be made aware of the procedures in place for accessing and the safe disposal of period products. We have sanitary towels in the Y5 and Y6 classroom, disposal bins in the Y5/6/toilets as well as in the staff room. Lunchtime staff also know this. We are aware that period poverty can be an issue for some pupils and will ensure that all pupils have access to appropriate period products during school time.

## **Roles and Responsibilities**

Miss Burns and Mrs Powell are the subject lead for PSHE/RSHE and the governor responsible for this subject area Dr Gressman.

## **Monitoring and Evaluation**

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE/RSHE, in the context of the overall school plans for monitoring the quality of teaching

and learning. The PSHE/RSHE programme will be treated as a subject and will be involved in a monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the PSHE/RSHE policy and curriculum. They will monitor this policy on an annual basis. They will give serious consideration to any comments from parents/carers about the PSHE/RSHE programme, and will make a record of all such comments. Governors scrutinise teaching materials to check they are in accordance with the school's ethos

Ofsted is required to evaluate and report on personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's PSHE/RSHE policy, curriculum, staff development, and quality of provision.

### **The Consultation Process**

The consultation process has involved a thorough review of curriculum content by staff, consultation with parents/carers and governors and focus groups with pupils.

### **Policy Review**

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of approval:		
Date of next review:		

The information below details the statutory guidance for Relationship and Health Education.

### Relationships Education in Primary schools – DfE Guidance 2019

The focus 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.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>
<b>Families and people who care for me</b>	<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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</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>
<b>Caring Friendships</b>	<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>
<b>Respectful Relationships</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Online relationships</b>	<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 the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<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 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.</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>

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that 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 well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <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 well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being 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>
<b>Internet safety and harms</b>	<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, the risks of excessive time spent on electronic devices and the 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 knowhow 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>• that the internet can also be a negative place where online abuse, trolling, bullying and 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 that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>

	<ul style="list-style-type: none"> <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>
<b>Healthy eating</b>	<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>• the 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>
<b>Drugs, alcohol and tobacco</b>	<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>
<b>Health and Prevention</b>	<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 immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<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>
<b>Changing adolescent body</b>	<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>