

PSHE Policy (including RSE)

Sutton Valence Primary School



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Policy Statement

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education is now compulsory in all schools.

Aims

Our curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes.

Health and wellbeing	• Physical health and Mental wellbeing • Growing and changing • Keeping safe
Living in the wider world (including economic wellbeing and aspects of careers education)	• Belonging to a community • Media literacy and digital resilience • Money and work
Relationships	• Families and friendships • Safe relationships • Respecting ourselves and others

This allows different year groups to work on similar themes at the same time at different stages, building a spiral programme year on year.

How will it be taught

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all

members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at Sutton Valence Primary School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

Staff at Sutton Valence Primary are aware that effective PSHE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHE will be reported in line with the school's Safeguarding and Child Protection Policy. The usual standards of confidentiality between staff and pupils will be observed in PSHE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, any concern will be reported in line with the school's Safeguarding and Child Protection Policy.

Pupils with Special Educational Needs and Disabilities (SEND)

This PSHE Policy will be carried out in accordance with the school's inclusion policy. High quality teaching - that is differentiated and personalised - will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Sutton Valence Primary are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

Inclusion

Sutton Valence Primary School's PSHE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Sutton Valence Primary School recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

Sutton Valence Primary School will always respect how pupils choose to identify themselves, understanding that - depending on their age and maturity - their sexual orientation and gender identity may be 'emerging'. This means that Relationships Education and Sex Education at Sutton Valence Primary School is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Working with Parents/Carers and the Wider Community

This PSHE Policy was developed in consultation with all stakeholders - including staff, governors and parents/carers - in order to meet the needs of the local community. The views of pupils also help shape the content of PSHE at the school. Sutton Valence Primary School recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective we:

- Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE, making planning and resources available on request.
- Make this PSHE Policy available via our school website - a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

Monitoring

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about Sutton Valence Primary School's PSHE Policy, and that it is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training and support, so that they can teach effectively and handle any difficult issues with sensitivity. Monitoring of Sutton Valence Primary School's PSHE Policy - and its programme of study for PSHE - is the responsibility of the Headteacher and PSHE subject leader. All PSHE lessons will be recorded in a class book as way of

evidencing what was covered in each lesson. There is no expectation for every child to write in each PSHE lesson as many will be practical or circle time sessions. Lessons may be evidenced in the format of pictures, examples of work, post it notes of children's input to discussion or mind maps of their ideas. The effectiveness of Sutton Valence Primary School's PSHE Policy - and its programme of study for PSHE - will be assessed through lesson observations, feedback from children, class book scrutiny and consultation with parents/carers. The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

Relationship and Sex Education (RSE)

Relationships and Sex Education update

Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by an engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. Many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. The DfE encourages schools to continue to do so, if this is right for them, and build on established, high quality programmes.

What does the new Relationships Education cover?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

What is covered in sex education?

In the new guidance, the DfE continues to recommend 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 both boys and girls 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'.

Health Education will be mandatory in all primary schools in England (except Independent Schools who have separate requirements on PSHE education as per the Independent Schools Standard) from September 2020. Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Good practice is also likely to include the head teacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

For the vast majority of pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the head teacher in deciding whether to grant a parental request, however there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links with Other Policies

This document links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Inclusion Policy
- Accessibility Plan
- Online Safety Policy
- Complaints Policy

Policy Review

This policy is reviewed annually.

Appendix 1: Whole School Long Term Plan (on following pages)

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

