

Clementswood Federation

PSHE (Personal, Social, Health and Economic Education) Policy Including RHE (Relationships and Health Education) and Non-Statutory Sex Education

Prepared Spring Term 2023

Signed _____ Chair of Governors

To Be Reviewed Spring 2024

PSHE (Personal, Social, Health and Economic Education)

Including RHE (Relationships and Health Education) and Non-Statutory Sex Education

1. Aims

Within the Clementswood Federation, we believe that PSHE and RHE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Under the new guidance issued by the DfE, by September 2020 (deferred to September 2021), Relationships and Health Education (known as RHE within our schools) will be compulsory. We believe that for this to be effective, it must be taught primarily within a broader PSHE education programme, allowing its teaching to be enhanced by learning related topics, including: anti-bullying; keeping safe on and offline; keeping physically and mentally healthy; learning about the risks of drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision-making.

Our teaching of PSHE and RHE aims to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Ensure that our pupils build confidence, respect for themselves and empathy for others.
- Enable our pupils to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Encourage our pupils to safely take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and wider community.
- Enable our pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Enable our pupils to make safe, healthy choices, by educating them about physical health, mental health, well-being and relationships.
- Prepare pupils for puberty and give them an understanding of their developing bodies and the importance of health and hygiene.
- Ensure that our pupils have the knowledge and capability to take care of themselves and get support if challenges arise.

2. Statutory requirements

The Department for Education introduced compulsory Relationships Education for primary pupils in September 2020 (deferred to September 2021). From this date, it is also compulsory for all schools to teach Health Education.

As a primary school, we are not required to provide Sex Education, but we are required to teach the elements of Sex Education contained in the Science curriculum.

As a maintained primary school, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017. We intend to work within the context of safeguarding and maintaining a child-centred approach in accordance with the 'Keeping Children Safe in Education Document' (DFE, Sept 2020).

In teaching RHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Within the Clementswood Federation, we teach Relationships, Health and Non-Statutory Sex Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. *Review* – a working group collated all relevant information including relevant national and local guidance.
2. *Governor consultation* – a group of governors were given the opportunity to discuss our curriculum and make recommendations.
3. *Staff consultation* – the policy, curriculum and resources were shared with staff and their views sought and considered.
4. *Parent and Carer consultation* – the policy, curriculum and resources were parents and carers and their views sought and considered.
5. *Pupil consultation* – we investigated what exactly pupils want from their PSHE and RHE lessons.
6. *Ratification* – once amendments were made, the policy was shared with governors and ratified.

4. Definition and Guidance

PSHE

PSHE refers to the teaching of Personal, Social, Health and Economic education.

Relationships and Health Education (RHE)

Relationships and Health Education (RHE) refers to the new curriculum guidance provided to schools, as detailed in Appendix 1.

- RHE is about the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RHE involves a combination of sharing information and exploring issues and values.
- RHE is **not** about the promotion of sexual activity.

Non-Statutory Sex Education

Non-Statutory Sex Education in primary school is the teaching of sexual reproduction – how a baby is conceived and born.

This goes beyond the National Curriculum teaching of reproduction in mammals and plants.

Within the Clementswood Federation, we have made the decision not to include any additional content on Non-Statutory Sex Education beyond that mentioned in section 10 of this policy.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils and parents alongside the statutory teaching requirements. Children will be able to ask questions and responses should be evidence-based, age-appropriate, based on the law and sensitive to the needs of the children.

The curriculum has been designed to ensure continuity, consistency and progression across the primary age range.

The curriculum contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and children's SMSC (Spiritual, Moral, Social, Cultural) development.

Home and school partnership and communication and understanding of the school's approach to safeguarding disclosures is important. If pupils ask questions within the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Where children ask questions that are outside of the scope of this policy, teachers will suggest that children discuss these with their parents and notify the parents, where appropriate.

The Primary National Curriculum includes:

- Preparing boys and girls for the changes that adolescence brings (puberty). This will be taught in the summer of Year 5.
- Describe the life process of reproduction in some plants and animals (in the science curriculum). This will be taught through science lessons in Year 5.

As part of RHE, children will learn the correct names for their external private parts. We have chosen to teach this language in Year 5 to support the children's learning about puberty.

Teachers in all year groups will always use the correct terminology when asked about body parts but will acknowledge that "family names" also exist for some body parts. They will always teach that some parts of the body are private. These aspects are important to support safeguarding.

5.1 Delivery of PSHE and RHE

RHE will be covered within the weekly PSHE lessons.

Some aspects of RHE will also be explored and reinforced in other curriculum areas, where natural links exist, in subjects such as Science, Physical Education, Religious Education and Computing. Themes may be explored in assemblies too.

The majority of our teaching will take place in class groups. There may be occasions when this might take place in smaller groups or single-gender groups, if deemed appropriate.

5.2 Resources

In order to provide a rich learning experience, we have drawn on high-quality resources from a number of sources. Each of these resources has been evaluated by school staff in order to ensure age-appropriateness.

We also draw on external support in relation to the teaching of specific themes. For example, children will partake in NSPCC assemblies which support their understanding of how to safeguard themselves.

5.3 Assessment and Record Keeping

Teachers assess pupil's work in PSHE and RHE against the curriculum aims, as stipulated within the school's Curriculum and Assessment Policies.

Children will record their learning in their PSHE and RHE exercise book.

5.4 Equal Opportunities and Special Needs (including Gifted and Talented)

All pupils will be given equal access to the PSHE and RHE curriculum - this is the entitlement of every child within the Clementswood Federation. Careful planning, differentiation and classroom organisation will enable the active participation of all pupils.

5.5 Training of Staff

All staff have received the necessary training to meet the requirements to deliver the PSHE and RHE curriculum.

Training in relation to PSHE and RHE will be ongoing and regular INSETs will be provided throughout the academic year. All staff will have access to “drop in” sessions with senior staff, should they require further support.

Training for new staff will form part of their induction process.

Also, the Head Teacher may invite visitors from outside of the school, such as the school nurse or health professionals, to provide support and training to staff teaching PSHE and RHE.

5.6 Racism

Racism has no place within our schools, nor do we believe it has any place in wider society. The teaching of PSHE prepares children to play a full and active role in the world as they grow. Within this context, we understand that we have a key role to play in educating children about diversity, equality and anti-racism.

Throughout their PSHE lessons, and ongoing assemblies, children learn the importance of equality and the negative impact of discrimination and bullying. As part of this, children will explicitly learn and regularly revisit issues around racism so that they fully understand why this is not acceptable and, under no circumstances should be tolerated. Pupils will learn and recognise what constitutes a racist remark and the negative impact that this has on others. They will learn how to respond appropriately and what they should do if they encounter racism.

We take regular opportunities to celebrate and learn about the rich cultural diversity within our schools, of which we are very proud. We regularly review our curriculum to ensure that it remains appropriate and that it provides embedded opportunities to address real-life issues, in order to allow us to continue to challenge stereotypes and unacceptable behaviours.

5.7 Environmental Education

We believe it is important that our children understand their place as global citizens and the impact that their behaviour can have on the future of our planet. Teaching children about the environment and how they can protect it, ensures that they are able to fully contribute to the creation of a more sustainable world. Through PSHE teaching, assemblies, charitable activity and celebration days, children learn about the direct actions they can take to help protect their local area and the planet.

Across the curriculum, the children have opportunities to learn about a wide range of environmental issues and their impact on global societies. They are encouraged to:

- develop empathy for others facing hardship as a result of natural disasters;
- deepen their understanding of how these communities are supported e.g. through charities, and consider how they may contribute to these efforts;
- examine the impact of negative human behaviour on the planet and how these negative behaviours may be counteracted e.g. through recycling, planting and saving energy

5.8 The UNICEF Rights Respecting School Framework

We are proud to be working with the UNICEF Rights Respecting School framework. Ensuring that children understand their rights as per the United Nations Convention of the Rights of the Child is central to our Federation’s ethos. Where learning opportunities and links exist, relevant articles from the UNICEF Rights of the Child are taught through the teaching of the curriculum.

6. Parental Partnership

What children learn at school is only part of the curriculum and children must continue to learn from their parents. For some parents/carers, it can feel completely natural to discuss relationships and health matters with their child whilst, for others, it can be uncomfortable.

By working in partnership, we can ensure our children grow up with the skills and knowledge they need. Some advice on talking to your children about Relationships and Health Education is included in appendix 2.

7. Equality Law

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must ensure that pupils and their families are not discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

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

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

What do we teach and how?

In lessons that explore families, pictorial resources of different family types will be used. This is something we have done within our schools for many years and many of the resources used remain unchanged. Questions such as; ‘Which photos show a family?’ ‘What is important about a family?’ and ‘What does your family mean to you?’ help children understand about their own and other’s families and how a family is founded in love and respect. Where children ask questions beyond the scope of the curriculum, they will be encouraged to discuss this with their parent / carer, who will be informed accordingly.

As the children move into Key Stage 2, they will learn about marriage. This is defined as “two people in a loving relationship that want to spend the rest of their lives together”. If children mention same sex weddings or marriage it will be explained that the law of the country allows two people of the same gender to get married. This is discussed within the context of Civil Partnerships within Year 6 too.

In Year 6, work on bullying will address racist and homophobic bullying. Children will learn the word “gay” should not be used in an insulting or derogatory way. If teachers are asked, they will explain that the word “gay” relates to a person who is romantically attracted to someone of the same gender.

8. Community sensitivity

Some members of the community may see some family structures as a preferred way of living. UK Law says that people have a right to live with whomever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in PSHE and RHE lessons that some children/young people may have beliefs about the content taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to.

9. Roles and responsibilities

9.1 The governing board

Members of the governing body, including parental governors, have worked with senior leaders to agree the curriculum content and policy.

The Governing Board approve the PSHE Policy including RHE and non-statutory Sex Education and hold the Head Teacher to account for its implementation.

9.2 The Head Teacher

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school.

9.3 Staff

Staff are responsible for:

- Delivering PSHE and RHE in a sensitive way and in line with the school's policy.
- Modelling positive attitudes to PSHE and RHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching PSHE and RHE. Staff who have concerns about teaching aspects of this curriculum are encouraged to discuss this with the Head Teacher.

9.4 Pupils

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

10. Parents' right to withdraw

As a school, there are some areas that we must legally teach within Relationships and Health Education curriculum and the Science curriculum.

Therefore, parents and carers do not have the right to withdraw their children from learning in these areas of the curriculum.

As a parent or carer, you do have the right to withdraw your child from any aspects within lessons that relate to non-statutory Sex Education.

Within lesson 5 of the Year 5 Changing Me unit it is explained, in the video, that menstruation can only take place if the egg has not been **fertilised**. Also boys learn that their testicles begin to make sperm, which can **fertilise** a female egg when they are older. As these statements reference **fertilisation** they can be interpreted as Sex Education. These are the only two points within the lesson where you will have the opportunity to withdraw your child from learning.

All parents in Year 5 will be provided with an opportunity to view the content of this lesson prior to their child being taught it.

If parents / carers wish to withdraw their child from these two explanations they must express this wish to the Head Teacher in writing. An opportunity to meet with the Head Teacher to discuss this further will be provided.

If after opting out, a parent/carer changes their mind and wishes to opt back in, they will need to express this wish in writing to the Head Teacher.

11. Monitoring arrangements

The delivery of PSHE and RHE is monitored by the PHSE leader, through:

- Planning scrutinies
- Learning walks
- Teacher questionnaires
- Curriculum coverage
- Pupil questionnaires
- Pupil outcomes

- Lesson observations

Pupils' development in PSHE and RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader annually. At every review, the policy will be approved by the headteacher and the Governing Body

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Appendix 1

Relationships Education in Primary schools – Statutory DfE Guidance

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:

	Pupils should know...
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (We teach in Key Stage 2). • R5 the ceremony through which a couple get married may be civil or religious (We teach in Year 6). • R5 the law of this country allows people of the same gender to get married (We teach in Year 6). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends. • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. • R10 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. • R11 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 and advice from others, if needed.

Respectful relationships	• R12 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. • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships. • R14 the conventions of courtesy and manners. • R15 the importance of self-respect and how this links to their own happiness. • R16 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. • R17 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. • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive. • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.
Being safe	• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.

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:

	Pupils should know
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple, self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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). • H10 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.
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and the knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.

Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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).
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination.
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2

Parental engagement is essential in relation to this curriculum area. Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more information soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions, if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding as well.
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships and puberty and want to be able to talk with parents/carers about this when they have had lessons at school.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

Should parents/carers require further support in talking to their children about physical development or puberty, the school will provide this support.