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## Personal, Social, Health and Economic Education (PSHE) and Relationship and Education Policy

*"It is vital that when educating our children's brains, we do not neglect to educate their hearts."*  
-Dalai Lama

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### 1. Mission Statement

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'* Secretary of States foreword from the DfE.

At Water School our aim is to teach, inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

**At Water Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.**

This policy covers our school's approach to statutory guidance on Health and Relationship Education (PSHE) and all non-statutory elements of PSHE. It will be available for any person to read and parents will be informed of the updated version of the policy in relation to the changes in legislation and the statutory requirements now needing to be filed.

It will be reviewed on a regular basis (every year) to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to *embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.* We understand that *high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.* As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities.*

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters.

## 2. Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able:

1. To have respect for themselves and others, valuing the differences and similarities between people;
2. To develop good relationships with other members of the school and wider community;
3. To be independent, self-disciplined and responsible members of society;
4. To be positive and active members of a democratic society;
5. To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
6. To know and understand what constitutes a healthy lifestyle;
7. Children will be aware of safety issues and manage risk in their own lives.
8. To be aware of potential risks in the online world and how best we can stay safe.

The aims within the PSHE curriculum meet the needs of every individual child and through the teaching of the subject and the overarching vision of the school; learning is tailored to meet the needs of children.

Our PSHE education programme promotes the school values of Respect, Self-Belief, Resilience and Active & Healthy.

### **Relationships Education**

At Water Primary school, our focus is 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.

This starts with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of their time at school, learning builds on early education, with children being taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

By the end of their time at school, children will have been taught about:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

### **Health Education**

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of their time at school, children will have been taught about:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

### **3. Entitlement and equality of opportunity**

With reference to the Equality Act 2010, we will ensure that we promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We expect our pupils to consider others' needs by following the school's vision and values of Respect, reminding them of this and promoting the correct and sensitive behaviour. We will use PSHE education as a way to address diversity issues and to ensure equality for all. We promote social learning and expect our pupils to show a high regards for the needs of others.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will use a scheme of work which best suits our children, decided through consultation with PSHE advisors, the subject co-ordinator and the head teacher. We will ensure that pupils with SEND receive access to PSHE through variation of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding.

#### 4. Curriculum organisation

##### Principles

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge.

##### Relevance

Whilst promoting the values above, we will ensure that pupils are offered a balanced programme by using relevant local data and school information, including that which is on CPOMS and attendance, linking to PSHE and PSHE. This will inform planning and address the identified needs of the whole school community, e.g. Health Needs Assessment, Health LSIP, including data on road traffic accidents, alcohol and drug use, social deprivation, family life, career and life choices.

##### Concepts

Below are the concepts outlined in the PSHE Association Programme of Study:

- *Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)*
- *Relationships (including different types and in different settings)*
- *A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)*
- *Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)*
- *Diversity and equality (in all its forms)*
- *Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)*
- *Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)*
- *Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)*
- *Career (including enterprise, employability and economic understanding)*

##### Planning and timetabling-

1. Every class has a timetabled session of PSHE every week. Through these lessons, we cover the New National Curriculum guidance for PSHE.
2. Planning guidance is taken from the PSHE Association's Programme Builder whilst also considering the PSHE Programme of Study from the PSHE Association.
3. In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.
4. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional circle-time session in response to a particular event or issue.
5. Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
6. All teaching staff will use a scheme of work called SCARF, which builds on prior knowledge each year and allows children time to deepen understanding on different subjects within the PSHE curriculum.
7. Through the use of journals, children and adults can track progress and areas of support/ guidance/ extra teaching can be identified.
8. Resources detailed in the Programme Builder are quality checked resources such as PSHE Association, SCARF or the NSPCC.

## **Curriculum Design**

Our PSHE programme is an integral part of our whole school PSHE education provision and will cover all relevant objectives highlighted below. We will ensure PSHE is matched to the needs of our pupils by regularly reviewing the objectives and activities set, highlighting needs and assessing each child individually. Our PSHE programme will be taught through a range of teaching methods and interactive activities.

The curriculum used from September 2019 will be based around the PSHE Association's Thematic Programme Builders. This will be used from Year 1 up to Year 6. The programme covers all necessary approaches to relationship education, using online plans, videos and work to fit the needs of all pupils. All objectives and lessons are planned around the DFE guidance and statutory requirements and have been checked and PSHE Association Quality Assured. We also ensure that the teaching in our classrooms is age and developmentally appropriate to the children in our care.

Using the Thematic approach to teaching PSHE, we are providing clear links to our school values and our motto Health, Happiness and Opportunity.

To ensure progression across all year groups, teachers will plan lessons and objectives around the PSHE Association's Programme of Study, which also follows a thematic approach.

Within the Autumn term, all teachers will focus on covering the statutory objectives linked to the 'Health' aspect of the curriculum- linking directly to the first of our school motto.

Within the Spring term, all teachers will focus on covering the statutory objectives linked to the 'Relationships' aspect of the curriculum- linking directly to the second part of our school motto.

Within the Summer term, all teachers will focus on Living in the Wider World, which although is mostly non-statutory, is still of vital importance to our children and links directly with the 'Opportunity' aspect of our motto.

## **Teaching and learning**

1. A range of teaching and learning strategies is used:
2. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
3. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
4. Visiting speakers such as the police and health workers also contribute to the taught curriculum.
5. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
6. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings, and by taking on roles of responsibility for themselves, for others and for the school.

## **Answering Children's Questions**

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working,"* or something of a similar manner.
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*. This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

\*It is also at the discretion of the teacher to use an 'Ask it Basket', as form of asking questions. This is a basket set up in the classroom which children can use to ask any questions they may wish to. It can be used as a way of giving staff time to think of appropriate responses to questions the children may ask.

## 5. Equal Opportunities

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

## 6. Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our newsletters and Parents' evenings. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with Lumb Baptist Church and our Choir visits around the local community. We share our harvest with the local community and invite them to join us at our open days and school fairs.

## 7. Work with parents:

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. The policy is available to all parents through the school's website under 'The Water Curriculum'. Parents are

encouraged to discuss the new statutory curriculum and school's policy on the subject should they wish to. Regular updates will be given to parents about developments in the subject of PSHE and PSHE.

1. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around PSHE as we recognise it can be a sensitive subject for some families for a number of reasons.
2. All new parents to our school will be given information about the PSHE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.
3. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.
4. We recognise under the new draft guidance for Relationship Education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.**
5. Should a parent decide that they do not wish their child to take part in any of the non-statutory lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their classmates at break-time.
6. If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

#### **Policy on Menstruation:**

- We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.
- We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
- Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we may puberty lessons to all children starting from year 4, 5 & 6.
- As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.
- During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

- In school we have a menstruation kit available which contains sanitary products. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

#### 8. Assessment, reporting and recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

- The children's work is collated a journal. This will act as evidence of the work the children have been involved in and document their learning experiences.
- The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.
- The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.
- Teachers may also assess through the use of informal judgements as they observe them during lessons and at other times around school

#### 9. Safeguarding Children

When teaching any sensitive topic, such as PSHE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings before the programme is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

#### 10. Subject review and monitoring

The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

It will be reviewed on a yearly basis, or in light of new guidance.

Date of last review: October 2023  
Miss M Launder  
PSHE Lead