

# PSHE (Personal Social Health Economics) Policy including Relationships & Health Education statutory from September 2020 and our position on Sex Education

## Trewidland Primary School

Date	Changes
02/07/20	Adopted by Trewidland LGC
Summer 2024	Reviewed by Governors and SRE added
November 2024	Reviewed and adopted by Governors

This policy will be reviewed every three years.

Next review Autumn 2027

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## Introduction

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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

PSHE, Relationships and Health Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of this subject can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Relationships and Health Education can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

## Rationale and Ethos

This policy covers Trewidland's approach to PSHE, Relationships and Health Education. Our Relationships and Health Education programme will be integrated within our broad and balanced PSHE (Personal Social health and Economics) curriculum. These elements are all combined into our Trewidland Personal Development Programme.

Relationships Education is compulsory in all primary schools. We define Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. It is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of stable and loving relationships, respect, love and care.

Health Education is compulsory for all schools. We define Health Education as developing and understanding of mental and physical wellbeing and how to recognise and achieve this and to recognise when things are not right and where to turn for support and guidance. This includes the impact of the internet and online activities, the importance of diet and exercise and prevention of illnesses and disease, as well as the fundamentals of first aid and understanding the development of the adolescent body, including menstrual wellbeing.

We will ensure that our PSHE, Relationships and Health Education programme is accessible to all pupils and we recognise that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will tailor their learning accordingly.

We will take into account the religious background, age and maturity of pupils when planning our teaching and in the materials we use.

We view a partnership of home and school as vital in providing PSHE, Relationships and Health Education and understand that Relationships and Health Education is the right and responsibility of the parent/carer. Trewidland provides Relationships and Health Education to support parents/carers in fulfilling their responsibility. The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers

are the first teachers of their children. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

**The aims of PSHE, Relationships and Health Education at Trewidland are:**

- to enable our pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of and stable loving relationships for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of transition from childhood to adulthood,
- to provide our pupils with an understanding of the importance of physical and mental wellbeing and how this might be achieved.

We believe PSHE including Relationships and Health Education is important to our pupils and our school to enable the development of:

**Attitudes and values:**

- learning the importance of values and individual conscience and moral consideration;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

**Personal and social skills:**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

**Knowledge and understanding:**

- learning and understanding physical development at appropriate stages;
- understanding human reproduction, emotions and relationships (elements of this are taught through the Science National Curriculum).

## **Sex Education**

Age-appropriate Sex Education is an important aspect of primary school education and this is taught through our 1decision PSHE scheme. It is not compulsory for primary schools to teach Sex Education ('Sex Education is not compulsory in primary schools'. (p. 23) beyond what is delivered through the Science National Curriculum, although it does integrate with our Relationships and Health Education and wider Personal, Social, Health and Economic (PSHE) programmes.

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 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'. Further details on the science curriculum can be found in annex a.

At Trewidland Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as:

- Preparing boys and girls for the changes that adolescence brings
- Human reproduction, conception and birth.

We intend to teach this as part of the PSHE curriculum using the 1decision Resources.

Year 6, Growing and Changing Unit (Conception including pregnancy)

By the end of the Year 6 1decision conception lesson, pupils should be able to:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

The school will inform parents of this right in a letter. Parents are invited into the school so they may view the resources and make an informed decision.

## Roles and Responsibilities

The PSHE, Relationships and Health Education programme will be led by Mrs Kathryn Pipe. It is taught by all class teachers and supported by the teaching assistants. All staff are responsible for teaching about and modelling good relationships within Trewidland and supporting the schools' Diamond Rules. Much of the general work at our school is based on good relationships, and in this regard Relationships and Health Education is supported by Trewidland's Behaviour Management policy.

## Legislation

The [Department for Education statutory guidance](#) states that, from 2020, all primary schools must deliver Relationships Education and Health Education.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

We have used the following documents to inform our policy...

- Education Act (1996)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools

## Curriculum design

PSHE is an integral part of the school's curriculum, as relationships are built when individuals feel valued and respected. The aims of personal, social, health and economic (PSHE) education in our school are 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. At Trewidland, these skills are known as the SECRET skills.

PLTS skill area	Skills ladder			
	Think	Work it out	Feel it	Share it
<b>Self Managers</b>	Manage Risk	Be Organised	Go for it, Finish it!	Manage Emotions
<b>Effective Participators</b>	Persuade Others	Find Solutions	Identify Issues	Get Involved
<b>Creative Thinkers</b>	Imagine	Make Links	Take Creative Risks	Question Assumptions
<b>Reflective Learners</b>	Set Yourself Challenges	Plan-Do-Review	Invite Feedback	Share Learning
<b>Enquirers</b>	Explore a Question	Evaluate Evidence	Stay Objective	Reach Conclusions
<b>Team Workers</b>	Take Responsibility	Manage the team	Build team strengths	Evaluate the team

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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. They 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.

In our school, we will ensure that Relationships and Health Education meets the needs of our pupils by tailoring the 1decision programme. We will ensure that it is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

The 1decision programme links to the PSHE Association's Programme of Study based on their three core themes:

- ✓ Core theme 1: Health and Wellbeing
- ✓ Core theme 2: Relationships
- ✓ Core theme 3: Living in the Wider World

The overview of the programme can be seen on our school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

To ensure progression and a spiral curriculum, we use 1decision as our chosen teaching and learning programme and tailor it to our children's needs.

This programme updates regularly to ensure we are always using the most up to date teaching materials and that our teachers are well-supported.

1decision is a unique bank of resources for PSHE, which are continually updated and which can be assured is evolving and changing to meet the needs of every child and school. 1decision keeps ahead of the trend, ensuring it always remains in line with both the statutory curriculum and good practice for the subject. This is a reflective programme and always aims to meet the needs of its users. In response to requests, this suite of progression routes has been devised giving you the full overview of how to deliver the programme year by year.

1decision:

- Provides a Year 1 to 6 guide which comprehensively details how the units build year on year to match the current DFE statutory requirements and PSHE delivery programme
- Is outlined following the most recent Ofsted guidance detailing the elements of Intent, Implementation and Impact
- Gives suggestions and thoughts for cross-curricular delivery as well as suggested additional reading – on top of that already offered within the Teacher's Notes built into the programme
- Outlines how these elements also meet the required safeguarding elements of the curriculum and wider school policy, including British Values
- Offers a detailed outline to the vision and aims of the programme which may be adapted at the school level to match school aims and objectives
- Directs teachers, PSHE leads, and Senior Leadership Teams to areas for a delivery year by year

### **Active learning will take place by:**

- discussion
- drama and role play
- research and presentation

Teachers will also use other teaching methods to enable students to learn about PSHE, Relationships and Health Education, which are age-appropriate, taking into account the developmental needs of individual students. Trewidland uses a wide variety of resources, including online resources. Resources used by Trewidland are produced for schools by educational publishers, and are intended for pupils in the light of best current research into PSHE, Relationships and Health Education.

Regular assessment will be made to assess changes in pupil's knowledge, attitudes and skills at the end of each module. Teachers will report to parent/carers in the Summer term about effort and attainment in PSHE, to include RHE, their ability to express opinions, participation and understanding; linked to SECRET skills.

Annex A lists what pupils will have learned through our PSHE, Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.

Annex B demonstrates how the 1 decision materials that we use link to the DfE and PSHE association guidance

Enrichment: In order to enhance the teaching, we will seek all opportunities to invite external visitors in to promote deeper understanding of this area of the curriculum. This will include the NSPCC, RNLI, Banardos, themed days and weeks (e.g. Safer Internet Day, Anti-Bullying Week). Assemblies also support the quality of our curriculum offer planned carefully integrating both SECRET skills and British Values. Further details of this can be seen on our Trewidland Personal Development Programme.

## **Safe and effective practice**

We will ensure a safe learning environment by teachers and pupils agreeing to the ground rules. These are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers may use an anonymous question box as a distancing technique.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about Relationships and Health Education and about Sex Education through the Science National Curriculum. The following are protocols for discussion-based lessons with students:

- no-one (teacher or pupil) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions, and may say that the appropriate person to answer that question is the parent/carer.
- Classes have a 'worry monster' as a means of giving a choice for sharing worries as well as talking to trusted adults

## Safeguarding

Teachers are aware that effective PSHE, Relationships and Health Education, which brings an understanding of what is and what is not appropriate in relationship, can lead to a disclosure of a child protection issue. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Trewidland Safeguarding policy in this matter to the letter. Teachers will be clear that they cannot be totally confidential, and that if a pupil makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that pupil to the designated person in school giving a value free report of the disclosure.

From time to time as part of a planned unit of work, Trewidland will invite in local experts, on issues relating to PSHE, Relationships and Health Education, as well as using health and other professionals associated with the school. All of our associate health and other professionals and visitors will be asked to conform to the following:

- visitors contributing to Relationships and Health Education will do so at the invitation of the school and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of Trewidland in delivering its policy on Relationships and Health Education;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow our safeguarding and child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into our programme for Relationships and Health Education and PSHE.

## Engaging stakeholders

Parents/carers can find Trewidland's latest PSHE, Relationships and Health Education policy on our website or by contacting the school office. We are committed to working with parents/carers to ensure that they are fully aware of what is being taught through termly topic bubble overviews, school newsletters and provide additional resources when necessary or if requested. Details can be found in the curriculum area of the website. Parents/carers of pupils in Year 6 will be notified by letter about what their child will be learning by way of Sex Education through the 1 decision unit of conception. Parents/carers wishing to see the Relationships and Health Education or Sex Education programme, the materials used and/or the PSHE scheme of work may do so by contacting their child's teacher.

## Right to withdraw

Parents/carers have the right to withdraw pupils only from Sex Education in primary schools that is not part of the Science National Curriculum.

Parents/carers do not have the right to withdraw pupils from Relationship Education or Health Education.

## Monitoring, reporting and evaluation

PSHE, Relationships and Health Education will be monitored by the lead, Mrs Kathryn Pipe. It is her responsibility to:

- ensure that Relationships and Health Education occurs in Trewidland's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of Trewidland's programme.

Mrs Kathryn Pipe will have allocated time to monitor and evaluate Trewidland's PSHE, Relationships and Health Education programme, as it occurs in the school's schemes of work for each Key Stage. Teachers will critically reflect on their delivery of PSHE, Relationships and Health Education through staff meetings and lesson feedback sessions. Pupils will have opportunities to review and reflect on their learning in lessons by using the resources provided by 1decision.

## Annex A

### **What pupils will have learned through our PSHE, Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.**

1. By the end of primary school, pupils will learn the following as part of Relationships Education:

#### ***Families and people who care for me:***

- that families are important for children growing up because they can give love, security and stability;
- 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;
- 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;
- 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;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- 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:***

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- 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;
- 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.

#### ***Respectful relationships:***

- 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;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- 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;
- 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;

- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships:**

- that people sometimes behave differently online, including by pretending to be someone they are not;
- 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;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online.

### **Being safe:**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- 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;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- where to get advice e.g. family, school and/or other sources.

2. By the end of primary school, pupils will learn the following as part of Health Education:

### **Mental wellbeing:**

- that mental wellbeing is a normal part of daily life, in the same way as physical health;
- 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;
- 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;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing, 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 wellbeing or ability to control their emotions (including issues arising online);
- 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.

### **Online safety and harms:**

- that for most people the internet is an integral part of life and has many benefits;
- 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;
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- why social media, some computer games and online gaming, for example, are age restricted;
- 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;
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- where and how to report concerns and get support with issues online.

### **Physical health and fitness:**

- the characteristics and mental and physical benefits of an active lifestyle;
- 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;
- the risks associated with an inactive lifestyle (including obesity);
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating:**

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- 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:**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention:**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

**Basic first aid:**

- how to make a clear and efficient call to emergency services if necessary;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**The changing adolescent body:**

- understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- understand about menstrual wellbeing including key facts about the menstrual cycle.

**Sex Education - by the end of the Year 6 1decision conception lesson, pupils should be able to:**

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

**By the end of primary school pupils will learn the following as part of the Science National Curriculum:**

**Key Stage 1:**

- identify, name label and draw the basic parts of the human body and say which part of the body is associated with which sense;
- notice that animals, including humans, have offspring.

**Key Stage 2:**

- identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food;
- identify that humans and other animals have skeletons and muscles for support, protection and movement;
- describe simple functions of the basic digestive system in humans and identify the different types of teeth and their simple function;
- describe the changes as humans develop to old age;
- describe the differences in the life cycles of a mammal, amphibians, insects and birds and some plants;
- identify and name the parts of the human circulatory system and describe the functions of the heart, blood vessel and blood;
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;

- describe the ways in which nutrients and water are transported within animals, including humans.

## **Annex B**

1 decision mapping document on our website in the curriculum PSHE section, along with this policy.