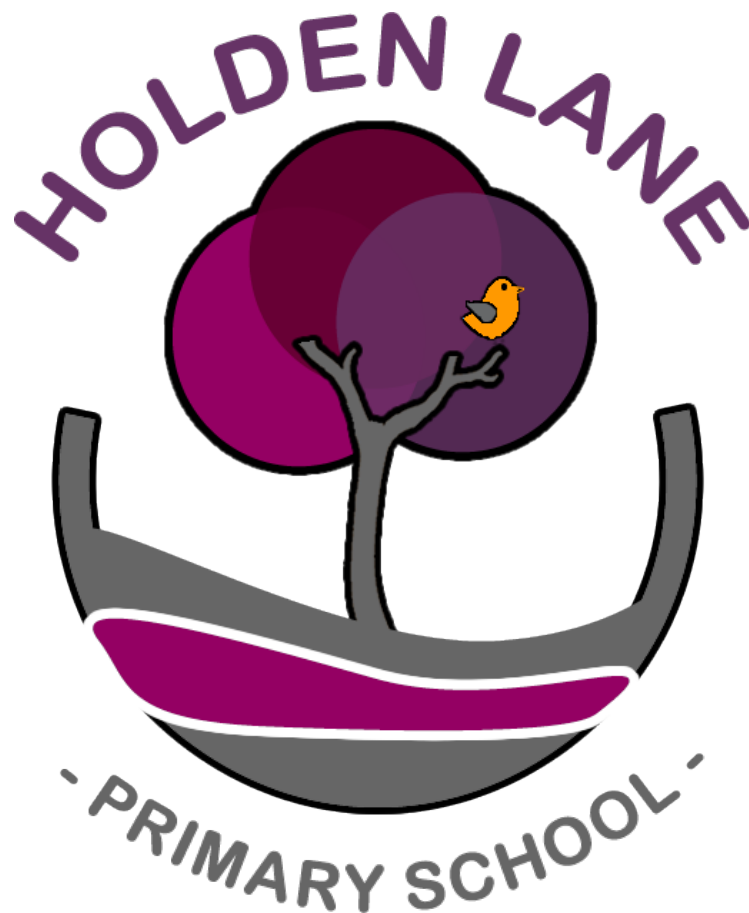


HOLDEN LANE PRIMARY SCHOOL



PSHE and SRE Policy (Personal, Social, Health and Economic Education and Sex and Relationships)

Date: September 2023
Review Date: September 2024

Holden Lane Primary School

PSHE Subject Policy

“Every Child Matters”

INTRODUCTION

At Holden Lane Primary School, we are committed to the development of children’s social and emotional skills, self-esteem and their health and well-being. In doing this we help develop the children’s responsibilities towards themselves, others in school, the local and global community. This commitment contributes to the positive ethos of the school and guides the systems, policies and ‘day-to-day’ running of the school. PSHE (National Curriculum), and PSED (Early Years Foundation Stage Curriculum) form an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develops the knowledge and understanding to make informed choices. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life.

Relationships Education and Health Education (covering both physical and mental health) is a statutory requirement from September 2020. Relationships and Sex Education is statutory in **secondary schools only**.

As a primary school, we will **not** be teaching any Sex Education beyond that covered within the KS2 Science curriculum, and by the school nurse in Year 6. We will ensure that all requirements set out in the ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ statutory guidance 2019 will be covered via our computing, science, PE and PSHE and Relationships and Health Education curriculums. The guidance states that:

‘...primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.’

This statutory guidance states that by the end of primary school, pupils should know that families are important and that they can “sometimes look different” and that those differences should be respected. Parents should know that “stable, caring relationships, which may be of different types, are at the heart of happy families.”

Relationships education focuses on giving pupils the knowledge needed to make informed decisions about their wellbeing, health and relationships. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based PSHE and SRE curriculum for all our pupils. This policy sets out the framework for our PSHE and SRE curriculum, providing clarity on how it is informed, organised and delivered.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships and health education.

For the purpose of this policy, **relationships education** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, **health education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships and health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**.

At Holden Lane, we use the PSHE Association curriculum as we feel that this is age-appropriate for pupils within each group.

Consultation

Any parent, carer, teacher or pupil wishing to provide feedback about this curriculum can do so at any time during the academic year by organising a meeting with the PSHE Leader by contacting the school office.

The school understands the important role that parents and carers play in enhancing their children's understanding of relationships and health. We also understand how important the views of parents and carers are in shaping the curriculum.

The Right to Withdraw a child from sex education sessions

All pupils must be taught the aspects of sex education outlined in the Primary National Curriculum for science. This includes:

- Teaching about the main external parts (including external genitalia) of the human body, how it changes as it grows from birth to old age, including puberty.
- The reproduction process in some plants and animals, including humans.

At Holden Lane, we teach pupils sex education in Year 6. During Year 6, the children will have lessons understanding the biology of conception and the development of the baby during conception. These lessons form part of the unit on Safety and the Changing Body and parents/carers have a right to withdraw their child from these two lessons only. Questions concerning homosexuality and contraception will be answered if raised by individuals.

Parents will be invited to review the resources and plans for these more specific sessions, so that any decision to withdraw their child from these sessions is based on a full understanding of the subject matter being introduced. Mrs Reece will discuss the request with the parents before agreeing to grant permission to withdraw a pupil from any sex education lesson delivered, other than as part of the science curriculum.

If a person is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships or Health Education.

Relationships Education Overview

By the end of Primary School pupils should know:

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 and commitment to each other.
- 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, 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, the impact of bullying, responsibilities of bystanders 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 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.
- 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 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.

PSHE and RSE Scheme of Work

The PSHE curriculum is organised into a Scheme of Work that covers all aspects of Personal, Social, Health (including Drugs Education, Sex and Relationships Education and Health Education), Financial, Citizenship and British Values Education, and ensures continuity and progression throughout the school.

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning.

PSHE Education Overview

Foundation Stage

The **‘Development Matters’** document is used as a basis for small group PSHE focussed discussions and scenario building. Areas for discussion include; feelings, emotions, family, behaviours, sharing, positive attitudes etc.

Key Stage 1

Health and Wellbeing

- A healthy lifestyle
- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing
- Managing change, including lifecycle of the body, transition and loss

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Respecting equality and diversity in relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider World with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- Money (origins, keeping it safe, management and its importance)

Lower Key Stage 2

Health and Wellbeing

- Keeping physically and emotionally safe
- Physical, mental and emotional health and wellbeing
- Risks to physical and emotional health and wellbeing

- Making informed choices about health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse) and how to ask for help

Living in the Wider Worlds with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

Upper Key Stage 2

Health and Wellbeing

- Managing change, including puberty, transition and loss
- How to respond in an emergency
- Different influences on health and wellbeing

Relationships

- Healthy relationships (within a range of social/cultural contexts)
- Emotions within a range of relationships
- Risky or negative relationships (including all forms of bullying and abuse)
- Respecting equality and diversity in relationships

Living in the Wider World with links to British Values

- Respect for self and others
- Rights and responsibilities (as members of families, other groups and as citizens)
- Different groups and communities
- Equality and a diverse community
- Respecting and protecting the environment
- How money plays an important part in people's lives

Physical Health and Mental Wellbeing

By the end of primary school pupils should know:

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 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 is very important for children to discuss their feelings with an adult and seek support.
- That bullying has a negative and often lasting impact on mental wellbeing.
- Where and how to seek 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.
- 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

- 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.
- The risks associated with an inactive lifestyle.
- 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.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.

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.

Changing Adolescent Body

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

PSHE and RSE Education per year group

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school uses a progressive curriculum to ensure that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example

fundraising for charities, through links with the community and visitors to school and themed weeks including Anti-Bullying week and Racism Awareness Week. ICT is used within PSHE and RSE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using PowerPoint to present their learning to others.

Focused PSHE lessons should take place for one hour each week with the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. The PSHE Association scheme of work alongside Kapow is used throughout Key Stages 1 and 2.

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

- 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.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act (2010), so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Across the school, we ensure pupils become aware of the requirements of the Equality Act (2010) and gain an age appropriate understanding of LGBTQ+. We ensure that this content is fully integrated into our PSHE and SRE curriculum, rather than delivered as a standalone lesson. We will always consider the development and maturity of pupils before teaching this topic.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act (2010), specifically that it must not unlawfully discriminate against any person because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-coordinator (SENCO) and PSHE coordinator.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum.

Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an

awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

Safeguarding

Through Relationships and Health Education, we believe we should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At Holden Lane, this will be delivered by focusing on the correct names of external genitalia, boundaries and privacy and ensuring young people understand that they have rights over their own body.

THE ROLE OF THE SUBJECT LEADER

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments.
- To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

MONITORING AND REVIEWING

The subject Leader is responsible for monitoring provision in PSHE/PSED. This includes teacher planning, the work of pupils, interviews with pupils, analysis of questionnaires and lesson observations. The PSHE Subject Leader also provides support and advice to members of staff and is responsible for evaluating and reviewing the provision for PSHE and SRE across the school. They will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise through staff meetings and training sessions where appropriate.