

## PSHE Policy



# Wheatley Hill Community Primary School

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## Statement of Intent

At Wheatley Hill Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to PSHE (RHE & RSE) which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught Sex Education. State-funded primary schools are also required to teach Health Education. PSHE and Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health Education focusses 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 relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
  - Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2013) 'Science programmes of study: key stages 1 and 2'
  - DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Data Protection
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-Safety Policy
- Internet Policy
- RSE Policy

### 2. Principles and Values

In addition Wheatley Hill Community Primary and Nursery School believes that PSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one

model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.

- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.
- correct terminology will be used for genital areas
- support will be given to parents and children by giving appropriate information about specific agencies

### **3. Organisation of the Curriculum**

Every primary school is required to deliver statutory Relationships Education and Health Education units of study. The delivery of the Relationships Education and of Health Education coincide with one another and will be delivered as part of the school's overall PSHE curriculum.

For the purpose of this policy:

- "PSHE Education" is defined as Personal, Social, Health and Economic education. It is the umbrella subject that relationships and health education sits within. The new requirements cover approximately 80% of the PSHE curriculum.
- "Relationships Education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The PSHE curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

#### **4. The Consultation Process Has Involved:**

- Pupil focus groups / school council
- Consultation with parents / carers
- Review of SRE curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation with, of policy by school governors

#### **5. Aims and Objectives**

The aim of PSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our PSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity. Lesbian Gay Bisexual and Transgender (LGBT) awareness
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

#### **6. Organisation and Content of PSHE and Relationship and Sex Education**

- Wheatley Hill Community Primary and Nursery School specifically delivers relationship and sex education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.
- Much of the relationship education at Wheatley Hill Primary takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RHE topics as they are aware of each pupil's individual circumstances. RHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.
- Any PSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.
- When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that

answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

- More expert or specialist teachers and other professionals, may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.
- In KS1, the learning objectives for the Lifewise topics focus on areas within the pupil's own personal experience eg: their family life, sense of safety and immediate relationships such as friends and family.
- In KS2, the learning objectives for the Lifewise topics build on KS1 learning. They further develop pupils' understanding of personal experiences, helping them to apply this learning to situations in every-day life, the wider world and their future health and well-being;
- The Lifewise lesson plans indicate knowledge expectations prior to teaching new learning objectives, allowing for assessment, revision, consolidation and development of previous knowledge and skills;
- The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 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.
- We will ensure that appropriate LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson.
- Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.
- Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-Safety and Internet Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

- Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **7.PSHE and Relationships Education overview**

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

By the end of primary school, pupils will know:

- That families are important for them 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**

By the end of primary school, pupils will know:

- 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, but 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.

- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful Relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online Relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe By the end of primary school, pupils will know:

- 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

## **8. Relationships Education per year group**

The school is free to determine, within the statutory curriculum content outlined in section 4, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. At Wheatley Hill Primary School, we will be using the scheme of work from the Lifewise. Please see Appendix A for full details.

## **9. Health Education Overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental Wellbeing**

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in school they should speak to if they are worried about themselves or others.

- That it is common to experience mental ill health and, for the 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**

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of 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 By the end of primary school, pupils will know:
- 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 by 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**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health. Drugs, Alcohol and Tobacco By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and Prevention**

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic First Aid**

By the end of primary school, pupils will know:

- 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**

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

## **10. Sex Education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum - this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Wheatley Hill Primary School we do not teach anything beyond the requirement of the national curriculum.

## **11. Inclusion**

- *Ethnic, Cultural and Religious Groups*
- We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.
- 'Every child has the right to think and believe what they want and practice their own religion.' Article 14
- *Pupils with Special Needs*
- We will ensure that all pupils receive relationship and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.
- *Sexual Identity, Gender Identity and Sexual Orientation*
- We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **12. Withdrawing from PSHE and RHE**

PSHE and the associated RHE sessions are statutory at primary and parents do not have the right to withdraw their child from the subjects. Sex Education is taught across all Year Groups from Y1 - Y6 in the 'Lifewise PSHE and Activity Scheme'. It also links to a number of other topics covered in each Year Group. Sex Education is not compulsory in primary education, however the DfE recommends that it should be taught at this age and elements of the National Curriculum for Science already include sexual reproduction in humans, which is compulsory. Parents can ask to withdraw their child from parts or all of sex education taught as part of relationships and sex education. Parents cannot withdraw their child from sex education taught in science.

### **13. Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham LSCB protection procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' - 'Young People under the age of 13'*

### **14. Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the PSHE and RHE and RSE policy and curriculum.

From September 2015, Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.

Date:

## Appendix A

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise EYFS Programme	Planting Our Food	Taking Good Care of Myself	Sleep	Animals	Follow My Lead	Sharing
	Cities, Towns, Land and Sea	Being Curious	The Great Outdoors	Fire Safety	Making Mistakes	Sounds, Music and Noise
	Gentle Hands and Hearts	Managing Feelings	Trusted Adults	Water Safety	Road Safety	Technology

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 1 Programme	Braving the Weather	Emergency Services	Being Mindful	Trust	Food Safety & What Not to Eat	Getting Your Sleep
	Road Safety	Being Happy	Communication	Respecting Others	Water Safety	Hygiene & Me
	Understanding Difficult Feelings	First Aid/CPR	A Problem Shared is a Problem Halved	Safety Symbols	My Body Belongs to Me	Signalling & Sign Language
Lifewise Year 2 Programme	Forest Survival	Feeling sad	The Art of Failure	My Body is Growing	Desert Island	Wildlife
	Happiness	Dealing with Loss	Fight or Flight	Fire safety	Navigation	Protecting Our Planet
	It's Okay Not to be Okay	Personal Goal Setting	Relaxation	Medicines & Drugs	Environment	Cyber Safety

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 3 Programme	Relationships with Others	Self-image	Problem solving & Time Management	My Body, Your Body	Who Can We Trust	BV - Culture & Liberty
	Helping Others to Get Help	Anxiety	Self-worth	Vaccinations & Disease	Exercise	Screen Time
	Growth Mindset	Anger - Difficult Feelings & Behaviours	Personal Hygiene	Sun Safety	BV - Democracy & Law (Freedom to Choose)	Staying Safe Online
	Mindfulness	Stress				
Lifewise Year 4 Programme	Respect	Bullying	A Balanced	Where Does my Food Come From?	Family Relationships	Everything Will Be All Right
	Problem Solving & Resourcefulness	Keeping My Body Safe	Diet Healthy Eating	Sleep	BV - Government & Rules	Try and Try Again
	Leadership	Being Responsible	The Importance of Physical Activity	Screen Time	BV - Freedom in Beliefs	Relaxing to Re-Charge

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lifewise Year 5 Programme</b>	Learning Resilience Teamwork BV - Laws & Parliament	Dealing with Adversity Responsibility & Inspiration Body Language & Communication	Respecting Others – Boundaries & Beliefs My Body Changes The NHS	You Get Out What You Put into Life Communicating Effectively The Digital World	Supporting the Community BV - Freedom of Speech and Movement Saving Money Borrowing Money	Junk Food Nutritional Values The Human Body Keeping My Body The Same
<b>Lifewise Year 6 Programme</b>	Tax Entrepreneurship Banks First Aid	Organisation of Life Pensions Power of Negotiation	From Learning to Working How to Write a CV Self-Perception	The Government Law BV - Lawmakers & Activists	Drugs, Alcohol & Smoking My Amazing Body Transition	BV - Rights & Radicalisation Feeling Anxious Recognising and Controlling Anger