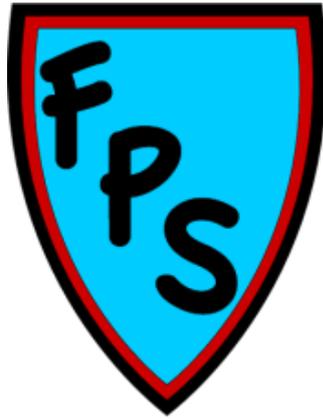


# FIRTHMOOR PRIMARY SCHOOL



## PSHE and Relationships Education Policy

Date policy approved	July 2021
Review frequency	Bi-Annual
Review date	July 2022

### **1. This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be read in conjunction with:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy
- Equality and Inclusion Policy
- Health and Wellbeing Policy
- Substance Misuse Policy

### **2. The engagement and consultation process has involved:**

- PSHE Curriculum Team
- Consultation and engagement with parents / carers – Remote and in person
- Review of PSHE/Relationships Education curriculum content with staff, pupils and parents /carers
- Consultation with RESH Officer for Darlington
- Consultation, agreement and implementation of policy by school governors

### **3. PSHE and Relationships Education Programme**

#### **PSHE Education**

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our PSHE, Relationships and Health Education is mapped and planned effectively using the PSHE Association Programme of Study to ensure we meet the statutory requirements of ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education.’ In addition, Pupils in Years 5 and 6 complete the Darlington Healthy Lifestyle Survey annually. The results of this are actioned with the RESH Coordinator for Darlington. The school then focuses on aspects that have been highlighted to ensure we are meeting the current needs of our children.

## **Relationships Education**

Relationships Education is the teaching of the fundamental building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Our Relationships Education Programme is an integral part of our whole school PSHE provision covering attitudes and values, personal and social skills and knowledge and understanding. Pupils will be taught what a relationship is, what friendship is and what family means and who the people are who can support them. From children starting school pupils will be 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; how to establish personal space and boundaries; showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

## **Health Education – Physical Health and Mental Wellbeing**

We focus on the teaching of the characteristics of good physical health and mental wellbeing. Puberty including menstruation is covered in Health Education and addressed before the onset of puberty to ensure male and female pupils are prepared for the changes they and their peers will experience.

## **4. Principles and Values**

In addition, Firthmoor Primary School believes that PSHE and Relationships Education should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community with the aim to support each individual as they grow and learn.
- be set within the wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Understanding the variety of family structures, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity 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 prime educators 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.

## 5. Aims and Objectives

The aim of PSHE and Relationships Education is to provide balanced factual information about physical and emotional changes. Our aim is that PSHE and Relationships Education enables children to become healthier, more independent and more responsible members of the society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities and they learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Through the teaching of PSHE and Relationships Education we aim for all of our children:

- To know and understand what is meant by a healthy lifestyle
- To be aware of safety issues
- To understand what makes for good relationships with others
- To have respect for others
- To be thoughtful and responsible members of their community and their school
- To become active members of our democratic society
- To develop self-confidence and self-esteem
- To make informed choices regarding personal and social issues
- To develop good relationships with other members of the community

The school's overarching aim for our pupils is that the knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.

## 6. Roles and Responsibilities

- Mrs Blagg - PSHE and Relationships Education Lead
- Mrs Jefferies - PSHE and Relationships Education Governor
- Mrs Dixon – Designated Safeguarding Lead
- Mr Paton - Chair of Governors
- Mrs Stannard - ICT Lead
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## 7. Organisation and Content of PSHE and Relationships Education

At Firthmoor Primary School we deliver our PSHE and Relationships Education through our PSHE Programme, RE and Science lessons at Foundation Stage, KS1 and KS2. We follow the PSHE Association Programme of Study which is split into 3 main areas:

Autumn-Relationships

Spring-Living in the Wider World

Summer-Health and Wellbeing

The curriculum coverage for each year group is set out in our long term plan:

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and Friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habit: what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies and first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## 8. Teaching and Learning Styles

We use a range of teaching and learning styles. We determine pupils' prior knowledge by using a range of pre-assessments for each theme. A range of teaching methods including circle time, discussions, investigations and problem-solving activities are used. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. fundraising, the planning of special school events and involvement in helping other individuals or groups less fortunate than themselves. We will ensure that sessions, including those on risky behaviours, remain positive in tone by organising classes in such a way that pupils are able, through discussion, to set agreed classroom behaviour, and resolve any conflicts.

Storybooks are used to link to PSHE and Relationships lessons. We take part in Anti-Bullying Week and Safer Internet Day yearly and other national events such as My Money Week and BNF Health Week. We have a Cybersquad team of Year 6 pupils who assist around the school with online safety support. We offer the children the opportunity to hear visiting speakers, such as health workers, whom we invite into school to talk about their role in creating a positive and supportive local community. Workshops take place with the school nurse around healthy lifestyles and visitors such as Warburtons, The Gypsy Roma Traveller Advisory Group and the NSPCC carry out workshops appropriate to the curriculum and pupil ability. Teachers sometimes deliver the PSHE and Relationships curriculum with support from professionals where this is deemed appropriate and adds value. School staff are usually the best people to work with the pupils on many of the PSHE and Relationships topics as they are aware of each pupil's individual circumstances and needs.

Lessons are set within the wider context of the PSHE and Relationships curriculum and focus more on the emotional aspects of development and building healthy 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 each year group at an age appropriate level.

Any PSHE and Relationships Education lessons may include questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement is established which will prevent inappropriate personal information being requested or disclosed by those taking part in the lesson. This creates a safe environment to talk about issues which will be experienced by all as we grow up.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement 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. If children's questions are unanswered, they could seek alternative information from less reliable sources of information, which equally could expose them to content that is unsuitable.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for staff, so that they can develop their knowledge, skills and confidence in delivering the whole of the programme.

Assessment is carried out where appropriate, for example, at the beginning and end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. The annual Healthy Lifestyle Survey is delivered with our Year 5 and 6 pupils and allows us to adapt our curriculum to ensure it meets the needs of our pupils.

At Firthmoor Primary School all staff will use scientifically correct vocabulary at an age and stage appropriate way, this supports our safeguarding agenda, helps to create a shared understanding and to avoid misunderstandings and ambiguity.

## **9. Inclusion**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. The PSHE lead will ensure that the content is fully integrated into our programme of study. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

### *Pupils with Special Needs*

Teaching will meet the specific needs of pupils at different development stages. We ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **10. Working with parents/carers and the wider community**

At Firthmoor Primary School we believe the role of parents and carers in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is delivered, when and information is continually shared to ensure that you can talk about the same things at home. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

## **11. Right to be excused from Sex Education**

There is no right to withdraw from Relationships Education or Health Education, statutory from 2020.

Parents/carers have the right to withdraw their children from some or all of the sex education that goes beyond the national curriculum for science.

At Firthmoor Primary School our curriculum will cover what is set out in the DfE Guidance on Relationships Education, Relationships and Sex Education and Health Education Guidance and the National Curriculum for Science only.

Parents and carers are encouraged to discuss their concerns with the Head Teacher at the earliest opportunity.

## **12. Safeguarding reports of abuse and confidentiality**

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

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.