

# Church of England Primary School



## PHSE /RHSE Policy

| Review Date  | Changes Required  | Name & Position              |
|--------------|---|------------------------------|
| 2nd May 2023 | Reviewed and updated to mention drugs, alcohol and tobacco. | Caroline Hicks - Headteacher |
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Signed:

Mrs Caroline Hicks  
Headteacher

Mrs Gill Howland  
Chair of Governors

## **Overview**

### **Department for Education states:**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. Schools must make provision for Health Education.

Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk) Relationships Education, Relationships and Sex Education (RSE) and Health Education

### **Why is Relationships and Health Education needed?**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the Government have made Relationships Education compulsory in all primary schools in England.

In primary schools, ensuring the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online are embedded. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents/carers is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

### **What is compulsory in primary schools?**

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. Therefore, our curriculum covers Relationships, Health, Sex Education (RHSE).

The content set out in this guidance covers everything 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 the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

### **Relationships and Health Education objectives**

Effective relationship and health education are essential if young people are to make responsible and well informed decisions about their lives. We believe that RHE should not be delivered in isolation. It should be firmly rooted within the entire curriculum, including citizenship and PSHE (Personal, Social and Health Education); these lie at the heart of our policy to raise standards and expectations for all pupils.

We aim to help pupils develop the skills and understanding they need to live confident, healthy and independent lives. The objective of Relationships and Health Education is to help and support young people through their physical, emotional and moral development. A successful programme, including PSHE, helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood by preparing pupils for the opportunities, responsibilities and experiences of adult life.

### **Our Rationale**

At Litton C.E. Primary School, we believe that sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age. (Sex and Relationship Education Guidance (DfE 0116/2000))

### **Aims**

The aim is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are;

- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To respect and care for their bodies
- To be prepared for puberty and adulthood

### **Morals and Values Framework**

Our approach to RHSE will be conducted within a clear morals and values framework based on the Christian ethos of our school, and the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RHSE.
- Access to help from trusted adults and helping services.

### **Parental Consent**

We will:

- Consult with parents and carers on all matters of sex and relationships education.
- Use trained teachers or health professionals to deliver the curriculum
- Listen to the views of the children in our school regarding sex education.

### **Teaching and Learning**

As part of the 2014 National Curriculum in Science we will teach Year 5 and 6 pupils about “different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.”

We will deliver sex education sessions to years 5 and 6, so that all children will have an opportunity to access the sessions as they go through the school.

In PHSE, we will also teach children about relationships, and we encourage children to discuss the relating issues. We will also answer questions as they occur in an un biased and age appropriate and give children to ask questions away from the whole class if they wish to.

**The materials and resources used in school are available for parents to view.**

### **Equal Opportunities**

We will provide the same educational opportunities and experiences for all children, regardless of disability, gender, ethnic origin or ability.

### **Inclusion**

‘Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives’.

*DfE SRE Guidance, July 2000*

Young people may have varying needs regarding RHSE depending on their circumstances and background. The school strongly believes that all students should have access to RHSE that is relevant to their particular needs. To achieve this, the school’s approach to RHSE will take account of:

- The needs of boys as well as girls.
- Ethnic and cultural diversity.
- Varying home backgrounds.
- Special educational needs.
- The teaching programme for Sex and Relationship Education (We intend that all pupils shall experience a programme of SRE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow).

### **Monitoring**

The programme is regularly monitored by the Headteacher. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

### **Resources**

We will use resources provided by the PSHE Association and Sheffield ILS eLearning Service, which will be available for parents to view and will update resources on a regular basis.

### **Role of Parents and Carers**

The school is aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents and carers about the school's sex education policy and practice.
- Answer any questions that parents or carers may have about the sex education of their child.
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school.
- Encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

### **Parental Responsibilities**

Parents'/Carers' role in the development of their child's understanding about relationships is vital. Parents/Carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents/Carers have the right to withdraw their child from some or all elements of sex education provided in Year 5 and 6 at school except for those parts included in the statutory curriculum.

### **The Role of the Subject Leader**

The role of the RHSE subject leader is to:

- Be a role model and expert in the subject.
- Provide a lead and direction for RHSE through school.
- Support and advise colleagues.
- Audit and manage physical resources.
- Keep up-to-date with developments in RHE both locally and nationally.
- Review the way RHSE is taught and planned, and plan for improvement.
- Ensure progression and continuity in RHSE through school.
- Report periodically to Governors (end of year reports).

### **The Role of Teaching Staff**

The role of the teacher is to follow the school's RHSE curriculum and ensure content is taught in line with policy and training. If a child misses the compulsory lessons due to absence, teachers will ensure that the child has an opportunity to cover the content at a later date.

### **Teaching staff are responsible for:**

- Delivering RHSE in a sensitive way.
- Modelling positive attitudes to RHSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RHSE.

**Role of Headteacher/Governors**

The role of the Headteacher/Governors is to monitor the Policy and Curriculum to ensure they meet the statutory and local requirements and school agreed priorities. It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about the school RHSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

**Evaluation and Review**

The staff and governors will evaluate the policy's contents and its impact on staff well-being, classroom and school ethos.

It will be reviewed as part of the school's cycle of policy on an annual basis.

## Appendix 1

### Statutory elements of the curriculum outlined by the Department for Education Relationships Education (Primary)

By the end of primary school:

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| <b>Families and people who care for me</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li></ul> <p>Families and people who care for me.</p> <ul style="list-style-type: none"><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> |
| <b>Caring friendships</b>                  | <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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</li><li>• situations and how to seek help or advice from others, if needed.</li></ul>  |
| <b>Respectful relationships</b>            | <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• 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.</li><li>• 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.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>   |

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| <b>Online relationships</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>   |
| <b>Being Safe</b>           | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |

**Physical health and mental wellbeing: Primary**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

By the end of primary school:

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| <b>Mental wellbeing</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> |
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|                                    | <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>   |
| <b>Internet safety and harms</b>   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> |
| <b>Physical health and fitness</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| <b>Healthy Eating</b>              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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)</li> </ul>   |
| <b>Drugs, alcohol and tobacco</b>  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |
| <b>Health and prevention</b>       | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. In nursery children will be taught how to brush their teeth.</li> </ul>   |

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|                                 | <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>   |
| <b>Basic first aid</b>          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>   |
| <b>Changing adolescent body</b> | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |