

PSHE Policy- Including the school's policy on Relationship and Sex Education

Introduction

This revised PSHE policy also includes the school's newly updated policy on Relationship and Sex Education (RSE).

This policy has been written to ensure that Woodland View Primary School meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: *'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life'*.

This PSHE Policy also takes into account the DfE's *'Relationships Education, Relationships and Sex Education (RSE) and Health Education'* (June 2019), *'Teaching Online Safety in School'* (June 2019) and *'Parental Engagement on Relationships Education'* (October 2019).

From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Woodland View Primary School, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. Our school policy on Relationships and Sex Education (RSE) is contained within this PSHE Policy

This policy is based on the 3D Dimensions PSHE curriculum policy and further developed by the school PSHE Leader through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school nursing team to meet the needs of our school. All views were taken into account when developing this policy.

Policy Statement

PSHE helps to give pupils the knowledge skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Relationship and sex education plays a fundamental role in this.

Effective PSHE education allows pupils to develop the knowledge, skills and attributes they need to keep themselves happy and safe both now and in the future. PSHE has a positive impact on both academic and non-academic outcomes for all pupils, particularly the most vulnerable and disadvantaged. PSHE empowers children to make informed decisions about their well-being, health and relationships. It builds their self-esteem and helps children to develop resilience. This will help allow children to participate fully, and contribute positively, to life in modern Britain.

This policy is a working document that provides guidance and information on all aspects of PSHE and citizenship in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

1.1 Overall Policy

It is the school's overall policy to provide equal access for all children to these aspects of the curriculum irrespective of race, colour, gender or background. We aim to fulfil all aspects related to the National Curriculum requirements.

1.2 Aims

Here at Woodland View we know that effective PSHE and RSE is provided early. It empowers all pupils equally and is an entitlement. It empowers children *now* in the relationships they make with their friends and family and essentially through nurturing their self-esteem. Furthermore, it empowers children in the *future* by providing the foundations for making positive choices about their relationships and bodies. It reinforces value messages about caring for and respecting others and ourselves. RSE never stands alone as a one-off series of lessons; rather it is embedded within a framework for PSHE and our morals and values. Therefore, we aim to:

- help and support children through their physical, emotional and moral development.
- help pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

There are three underlying core themes taught throughout our main PSHE scheme, Dimensions 3D PSHE, within which there is broad overlap and flexibility:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

Woodland View Primary School's PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Our PSHE programme, based on the 3D PSHE scheme, supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- Live healthy lifestyles
- Address personal hygiene

- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

For more details on 3D PSHE programme please see the coverage notes (Appendix 1). Lesson plans and resources for 3D PSHE lessons can be made available on request. We have included the DfE's '*Understanding Relationship and Health Education in your child's primary school: a guide for parents*' in Appendix 2.

1.3 Moral and Values Framework

The PSHE and citizenship programme at Woodland View reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community.

Furthermore, it supports the development of our school values: *respect, honesty, co-operation, kindness, courage and creativity*.

The PSHE provision for our children is strengthened by the explicit teaching of our core school values during PSHE sessions. Further to the PSHE 3D scheme, all children will explore the school values over the course of the year, focussing on one value per half term both explicitly in PSHE lessons and beyond.

1.4 Protective Behaviours

An essential part of our PSHE provision is the work pupils undertake on Protective Behaviours. This is a practical, and age appropriate, approach to personal safety.

Protective Behaviours is a process which encourages self-empowerment. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs – EWS) and to develop strategies for self-protection. Protective Behaviours uses a ‘Rights and Responsibility’ approach, encouraging children to recognise their Early Warning Signs and develop their own support networks of safe adults who they can share their worries with.

There are two core themes in Protective Behaviours:

- Theme 1: *We all have the right to feel safe all the time*
- Theme 2: *We can talk with someone about anything, even if it feels awful or small*

The overall aims of the programme are:

- To empower children to feel safe and know they have a right to feel safe
- To give children the confidence and ability to assertively manage their own safety
- To give children the skills to take responsibility for their own bodies (including naming body parts using correct terminology), thoughts, feelings and behaviour
- To enable children with a range of communication abilities to ask for help

The programme is age appropriate, using a variety of activities, including songs and games to introduce and reinforce the themes. The information provided to children is generic and can be applied to a range of situations that may arise for them, such as bullying, internet safety, being harmed, feeling sad or feeling unsafe. The Protective Behaviours programme of study is undertaken by all pupils across the school, with each year building on previous learning, whilst staying focussed on the two key themes.

There is no right to withdraw from Protective Behaviours lessons as these are a fundamental part of our safeguarding commitment to all pupils.

1.5 Health and Wellbeing

The first theme in our main PSHE programme is Health and Wellbeing. This is focussing on the characteristics of good physical health and mental wellbeing.

The DfE guidance on Health Education in primary schools states that it should cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Children are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, giving them the language and knowledge to understand the normal range of

emotions that everyone experiences. Pupils are encouraged 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. Pupils who are struggling to manage their emotional wellbeing are encouraged to speak out and can be offered additional nurture support.

Children are taught that there is a positive relationship between good physical health and good mental health. The two are interlinked. We explore ways that children can boost both their physical and mental wellbeing. For example, through exercise, time spent outdoors, connecting with friends, family and their wider communities through hobbies and interests. Children are taught the risks of excessive use of electronic devices and how setting boundaries for time online can have a positive impact on their overall health and wellbeing. They are also taught why social media, computer games and online gaming have age restrictions, and how to manage common difficulties encountered online. All of this work is further enhanced by learning in IT to help children become responsible, mindful online citizens.

Children learn about healthy, balanced lifestyles, including the importance of a balanced diet and food choices. They learn about personal hygiene and how to keep their bodies healthy. Children learn about drugs, understanding that all medicines are drugs. They learn, at an age-appropriate level the difference between legal and illegal drugs and how all drugs can be dangerous.

Basic first aid is also covered. At times, we seek the support of outside agencies to help us deliver age appropriate first aid training.

There is no right to withdraw from Health and Well-being Education lessons. These are statutory.

1.6 Relationship and Sex Education

The second theme in our main PSHE programme is *Relationship Education*. In primary schools Relationship Education is statutory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born.

1.6.1 Relationship Education (Statutory)

The focus PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The DfE's statutory guidance states that Relationships Education in primary schools will cover:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Our 3D PSHE programme teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them. It is important that children understand that families of many forms provide a nurturing environment for children, characterised by love and care. Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.

Our school's careful use of PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships.

Children learn 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. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Our Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In PSHE, this is achieved through a variety of exciting and innovative learning experiences, encouraging active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily. All of this is delivered at an age appropriate manner.

The principles of positive relationships apply in any context, so our children are taught to apply their learning about behaviour, safety and relationships both offline and online. This is

essential as for many children and young people the two are increasingly interlinked. We know children are increasingly spending more time online.

In addition to the National Curriculum for Science, Computing and Physical Education (PE), the Relationships strand of Woodland View Primary School's programme of study for PSHE ensures that pupils receive their entitlement to compulsory Relationships Education.

There is no right to withdraw from Relationship Education lessons. These are statutory.

1.6.2 Sex Education (Non-Statutory)

Sex Education is not statutory in primary schools.

The DfE Guidance 2019 (p.23) recommends that all primary schools *'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both girls and boys are prepared for the changes that adolescence brings and –drawing on the knowledge of the human life cycle set out in the national curriculum for science- how a baby is conceived and born.'*

The national curriculum for science 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.

As a school we have decided we will continue to cover content on sex education to meet the needs of our pupils, particularly as they approach puberty. We believe children need to know about the physical and emotional changes they will face, before the onset of puberty.

As a school we have decided to complement the 3D PSHE scheme with the use of other age appropriate resources such as the Medway RSE teaching resources for children in Year 5 and 6. This programme of resources have been approved by the PSHE Association. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. It will help us ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents before delivering any sex education lessons so that parents are aware of what will be covered and can be prepared for any discussions that this might raise at home.

We will offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Our PSHE sex education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

Therefore, Sex Education, that goes beyond the requirements of Relationships Education and the national curriculum for Science, is taught at Woodland View Primary School in Year 5 and 6 in order to support pupils' ongoing emotional and physical development and their transition

to secondary school. Throughout this time, children's awareness and understanding of the changes they will face emotionally, behaviourally and physically as they prepare to leave primary school will be dealt with sensitively.

Sex Education is taught to children in Year 5 and 6. Year 5 will lay the foundation for teaching in Year 6. Parents will always be informed before lessons begin.

Lessons will explore:

- Differences between the male and female body
- The adolescent body, puberty and the reasons for change
- Personal hygiene
- Menstruation
- Changing bodies
- Coping with changing emotions and relationships
- Different relationships
- Conception and birth
- How to ask for help if they have concerns or worries

Sex Education is **not** about the promotion of sexual orientation or activity.
See Appendix 1 for lesson coverage in Year 5 and 6.

1.6.3 How will Sex Education be delivered?

The sex education programme is delivered in a sensitive manner, taking account of the children's needs and level of maturity. The information given will be accurate and easy to understand and correct terminology will be used. The teacher delivering the lesson will use their discretion and professional judgement in deciding how to answer the children's questions. Children will always be given the opportunity to ask questions and sometimes by writing them down anonymously and putting them in a box. This allows them to ask questions that they might find embarrassing and gives the teacher time to decide how best to answer them and also if the questions are appropriate for the whole class.

We use a mixture of resources and teaching methods, including the Medway resources which have been approved by the PSHE Association. RSE is normally delivered by class teachers in mixed gender whole class sessions. Occasionally small group discussions may be preferable. As with all teaching a range of active learning methods, which involve children's full participation, are used.

We believe that it is important that all pupils understand the changes that males and females experience during puberty, as such classes are not routinely separated for the significant majority of lessons. By keeping children together in mixed groups, children learn to talk openly without embarrassment in front of each other, breaking down gender stereotypes and building positive relationships and respect for each other, regardless of gender or if a child is questioning their gender identity.

However, we have found that children in Year 5 and 6 do like to have the opportunity to talk about puberty in single sex groups. Often, children have said they are more comfortable asking questions. Therefore, children are provided with this opportunity.

As part of the RSE programme there may be opportunities for appropriate and suitably experienced and knowledgeable visitors from outside school, such as the school nurse, to contribute to the delivery of RSE in school. They will work alongside the class teachers offering their specific expertise and will follow the school's guidance for visitors. This is especially helpful in Year 6. However, a teacher is always present during these sessions and they remain responsible for the content and delivery of the lesson.

1.6.4 The Right to Withdraw

We always encourage parents/carers to explore Sex Education lessons, content and coverage with the class teacher. We will always write to you before these sessions take place to invite you to meet with your child's teacher for an informal parent session.

Parents/carers have the right to withdraw their children from our sex education lessons. *'Parents have the right to request that their child be withdrawn from some or all of sex education delivered'* DfE Guidance p. 17

Before a request is granted, however, parents/carers wishing to exercise their right to withdraw should meet with the Headteacher to share and discuss their concerns. The Headteacher will seek to clarify the nature and purpose of the curriculum, and a record will be kept of this process. We will discuss the benefits of receiving this important education, and any detrimental effects that withdrawal might have on the child. For example, the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

It must be noted, however, that the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction are covered within the national curriculum for science and/or Relationships and Health Education, which there is no right to withdraw from. Lesson plans and resources for all Sex Education lessons can be made available on request.

Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed.

1.7 Living in the Wider World

The third theme in our PSHE programme is *Living in the Wider World*. Our aim is to prepare children for life in modern Britain. This theme focuses on developing the skills and understanding needed to function, and contribute, successfully in modern society, including the fundamental values of British citizenship:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect and tolerance

Pupils are taught about rules and responsibilities, actions and consequences and law and order. They learn that they have a role to play in ensuring their rights, and the rights of others, are valued and protected. Children are encouraged to appreciate and celebrate diversity and difference, as well as providing them with the skills needed to recognise and reject discrimination and extremism. Pupils are also taught about different forms of government and how individuals and organisations can work together to benefit local and global communities and the environment.

Financial understanding, economic awareness and enterprise are also included in this part of our PSHE programme.

There is no right to withdraw from PSHE lessons in this area.

1.8 Specific Issues within PSHE & RSE

1.8.1 Equal Opportunities

The school is committed to the provision of PSHE and citizenship to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEND staff to meet their personal needs.

The Woodland View PSHE and RSE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances. For example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

1.8.2 Special Educational Needs and Disabilities

At Woodland View we will ensure that children with special educational needs and learning difficulties are properly included in effective PSHE. Effective, high quality teaching, which is personalised and differentiated appropriately, will support pupils with Special Educational

Needs and Disabilities (SEND) accessing the curriculum. PSHE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. At Woodland View we are aware that for some pupils with SEND PSHE is a particularly important subject due to the nature of their needs and potential vulnerability to exploitation and bullying.

This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014.

1.8.3 Controversial and Sensitive Issues

Staff are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

1.9.4 Confidentiality statement

It is important that teachers are well prepared to deal with any issues arising from PSHE or RSE lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the Designated Safeguarding Lead (DSL), in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed with the DSL.

The school will ensure that pupils and parents are aware of the schools confidentiality procedures. Pupils will be told:

- that their best interests will be maintained
- to talk to their parents or carers and give them support to do so
- that teachers cannot offer unconditional confidentiality
- that if confidentiality has to be broken they will be informed first and then supported as appropriate
- of the need for the use of ground rules in lessons- such as:
respecting what people say; listening to others; not asking personal questions or putting people 'on the spot'; not making assumptions about other people; having the right to 'pass' if you do not wish to comment

If through discussion or disclosure there is any possibility of abuse, staff will follow the school's safeguarding and child protection procedures.

1.8.4 Child Protection

The school has a separate Safeguarding and Child Protection Policy. Effective PSHE and RSE teaching may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

1.8.5 Staff support and training

Staff will be supported in their delivery of the PSHE and RSE programme by:

DfE statutory guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' (June 2019)

- planned staff training using the Department for Education resources and those from other health professionals, such as the school nursing team
- regular discussions at staff meetings
- the PSHE leader, who will inform of any courses and developments in RSE and provide support and advice on planning and delivering lessons
- Being encouraged to attend courses

1.8.6 Working with Parents/Carers

This PSHE Policy was developed in consultation with all stakeholders – including staff, governors and parents/carers in order to meet the needs of the local community. We followed guidance from the DfE guidance: *'Parental Engagement on Relationships Education (2019)*

We recognise that delivering PSHE and Relationship and Sex Education is a joint responsibility of the school with parents. As such, the school seeks to work together in respectful partnership with parents/carers. In promoting this partnership we:

- Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Make this PSHE Policy available via our school website – a paper copy can be made available on request.
- Inform parents about the school's approach to PSHE, making planning and resources available on request.
- Inform parents when Sex Education will be taught.
- Answer any questions that parents/carers may have about the education of their child.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

1.8.7 Dealing with Questions

All PSHE lessons, including sex education sessions, need to be delivered in safe, open and positive environments. Adults will work with pupils to develop and nurture a class ethos of shared respect and responsibility, where there are trusting relationships between pupils and their teachers and support staff. Children need to feel safe and secure so that they can discuss sensitive issues without embarrassment or worry. Children are encouraged not to ask personal questions. However, children will be reminded that they can always speak to trusted adults within the school if they have personal worries that need to be addressed.

Teachers will:

- Use specific ground rules to clarify boundaries for children and mitigate against disclosures in class
- Clarify that personal questions should not be asked
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson e.g. teacher, support staff, member of the Senior Leadership Team

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. As such, pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later.

School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

The school believes that individual teachers must use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions are not deemed age appropriate, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers. Any questions that raise safeguarding concerns will be reported to the DSL in line with the school's Safeguarding and Child Protection Policy.

2.1 Dissemination

All staff members and governors receive a copy of the PSHE and RSE policy. Training is delivered to staff on the policy content. Parents will be able to access the policy on the school website.

2.3 Monitoring and evaluation of the policy and RSE programme

Feedback from parents, teachers, children and governors will be taken into account when this policy is reviewed.

The PSHE subject leader, Headteacher and Senior Leadership Team are responsible for monitoring the delivery and effectiveness of the PSHE and RSE programme of study.

The overall effectiveness of our school PSHE Policy and its programme of study will be assessed through reviewing pupils' work, feedback from children and consultation with parents/carers.

2.4 Associated documents

- Safeguarding and Child Protection Policy
- Behaviour and Anti-bullying Policy
- Inclusion Policy

2.5 Review

This policy will be reviewed every year to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the current Department for Education advice and guidance.

Date: Spring 2023

Review date: Spring 2024

Bibliography

This PSHE Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

For further guidance on Relationships Education (Primary) and Health Education (Primary) see the DfE guidance 2019:

- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

Appendix 1

PSHE Content and Coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below:-

Core Theme 1- Health and Wellbeing

Core Theme 2- Relationships

Core Theme 3- Living in the Wider World

All children will also undertake a Protective Behaviours unit over the year.

Children in Year 5 and 6 will undertake some RSE lessons. *Please note we will always contact parents before these lessons take place.*

Teachers are able to move units/lessons over the year in order to maximise links with other subjects and learning experiences. In particular utilising the links to Science, PE and IT.

Year One Overview

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| Autumn 1 | Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter |
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| | <p>Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!</p> |
| Autumn 2 | <p>Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...</p> |
| Spring 1 | <p>Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same</p> |
| Spring 2 | <p>Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and - Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help</p> |
| Summer 1 | <p>Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty</p> |
| Summer 2 | <p>Core Theme 1 Unit 5 LESSON 1: Sun Safety – It's a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe</p> |
| Protective Behaviours | <ul style="list-style-type: none"> ● Getting started with first steps to safety ● My body parts ● Feelings are feelings ● Showing my feelings ● My body, thoughts and feelings all go together ● Feeling safe ● What my body does when I feel unsafe ● Behaviour choices ● Choosing my people network ● Asking for help |

Year Two Overview

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| Autumn 1 | <p>Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You</p> |
| Autumn 2 | <p>Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal! Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!</p> |
| Spring 1 | <p>Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p> |
| Spring 2 | <p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!</p> |
| Summer 1 | <p>Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me! Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby! Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?</p> |
| Summer 2 | <p>Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den</p> |
| Protective Behaviours | <ul style="list-style-type: none"> ● Getting started with first steps to safety ● My body parts ● Feelings are feelings ● Showing my feelings |

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| | <ul style="list-style-type: none"> ● My body, thoughts and feelings all go together ● Feeling safe ● What my body does when I feel unsafe ● Behaviour choices ● Choosing my people network ● Asking for help |
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Year Three Overview

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| Autumn 1 | <p>Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection Core Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge! Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time</p> |
| Autumn 2 | <p>Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!</p> |
| Spring 1 | <p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams</p> |
| Spring 2 | <p>Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot, Dot, Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community. Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap</p> |
| Summer 1 | <p>Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!</p> |
| Summer 2 | <p>Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy</p> |

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| | <p>Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places</p> |
| Protective Behaviours | <ul style="list-style-type: none"> • Getting started with first steps to safety • My body parts • Feelings are feelings • Showing my feelings • My body, thoughts and feelings all go together • Feeling safe • What my body does when I feel unsafe • Behaviour choices • Choosing my people network • Asking for help |

Year Four Overview

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| Autumn 1 | <p>Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers</p> |
| Autumn 2 | <p>Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don’t Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting</p> |
| Spring 1 | <p>Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall</p> |
| Spring 2 | <p>Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes</p> |
| Summer 1 | <p>Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me</p> |

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| | Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream |
| Summer 2 | Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices |
| Protective Behaviours | <ul style="list-style-type: none"> • Getting started with first steps to safety • My body parts • Feelings are feelings • Showing my feelings • My body, thoughts and feelings all go together • Feeling safe • What my body does when I feel unsafe • Behaviour choices • Choosing my people network • Asking for help |

Year Five Overview

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| Autumn 1 | Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware |
| Autumn 2 | Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured! |
| Spring 1 | Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank |
| Spring 2 | Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios |

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| Summer 1 | Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive |
| Summer 2 | Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips |
| Protective Behaviours | <ul style="list-style-type: none"> • Getting started with first steps to safety • My body parts • Feelings are feelings • Showing my feelings • My body, thoughts and feelings all go together • Feeling safe • What my body does when I feel unsafe • Behaviour choices • Choosing my people network • Asking for help |
| Year 5 Sex and Relationship Education Adapted from Medway planning | <ul style="list-style-type: none"> • Time to change- introduction to the physical changes experienced in puberty. The scientific names of external male and female body parts. • Introduction to Menstruation (Periods) • Personal hygiene in puberty and managing physical changes • Emotions and feelings- dealing with changing and new emotions. |

Please note that we will always inform parents before any RSE lessons happen in Year 5 and 6. The class teachers will explain the content of the lessons and how sensitive issues will be addressed. We will offer the opportunity to share resources with parents. Furthermore, parents will have the opportunity to ask questions and discuss how they can further support the learning at home.

Year Six Overview

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| Autumn 1 | Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News |
| Autumn 2 | Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast |

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| Spring 1 | Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise... |
| Spring 2 | Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections |
| Summer 1 | Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue! |
| Summer 2 | Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money |
| Protective Behaviours | <ul style="list-style-type: none"> ● Getting started with first steps to safety ● My body parts ● Feelings are feelings ● Showing my feelings ● My body, thoughts and feelings all go together ● Feeling safe ● What my body does when I feel unsafe ● Behaviour choices ● Choosing my people network ● Asking for help |
| Year 6 Sex and Relationship Education <i>Adapted from Medway planning</i> | <ul style="list-style-type: none"> ● Changes in puberty- recap and further detail on the physical and emotional changes faced by boys and girls in puberty. ● Changes in girls - including menstruation (periods) ● Changes in boys ● Managing change and becoming more responsible ● Positive and healthy relationships ● How a baby is conceived and born- human life cycle and discussing when adults choose to have a baby |

Please note that we will always inform parents before any RSE lessons happen in Year 5 and 6. The class teachers will explain the content of the lessons and how sensitive issues will be addressed. We will offer the opportunity to share resources with parents. Furthermore, parents will have the opportunity to ask questions and discuss how they can further support the learning at home.

Foundation Stage:

- PSHE in Foundation Stage is structured differently to Years 1-6.

In Foundation Stage, PSHE is aligned to the Prime Area of Learning for ‘Personal, Social and Emotional Development’ (PSED)

Over the course of the year FS staff ensure that children are given opportunities to develop skills and knowledge on a daily basis which are guided by the Learning Intentions covered within the Development Matters framework and cover all the Early Years Goals (ELG) for PSED.

There are also links to ELG for 'Physical Development' and 'Understanding the World.'

Foundation Stage teachers can also access and utilise the 3D PSHE scheme for Reception to support their planning.

Children explore the school value each half term in class.

Protective Behaviours lessons are also delivered in Reception. Sessions cover:

- Getting started with first steps to safety
- My body parts
- Feelings are feelings
- Showing my feelings
- My body, thoughts and feelings all go together
- Feeling safe
- What my body does when I feel unsafe
- Behaviour choices
- Choosing my people network
- Asking for help

Appendix 2: DfE Parents' Guide

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

The screenshot shows a PDF document titled "Understanding Relationships and Health Education - a guide for primary school parents" (page 2 of 2) displayed in a browser. The document content is as follows:

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

 Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.