Shoreham Beach Primary School

Personal, Social, Health Education

&

Relationship Sex Education

(PSHE/RSE) Policy

Revised: January 2025
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Contents

1.   <u>Introduction</u>

This policy covers our school's approach to PSHE/RSE Relationships, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide Relationships education.

Primary schools may choose to provide sex education other than that covered by the Science curriculum.

We acknowledge that, in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children.

As a result PSHE/RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2.   Statutory Requirements & Development of the Policy

This policy has been developed in consultation with staff and governors. The school has also made parents aware of the policy and invited questions.

This policy has been written in accordance with the statutory guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2019 updated 2021).

The Department for Education guidance states that, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

3.   **Definition**

Within this policy, as in the DfE guidance, **Relationships & Sex Education** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

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

4.   **Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	- That families are important for children growing up because they can give love, security, and stability. - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	- 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. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - The conventions of courtesy and manners. - The importance of self-respect and how this links to their own happiness. - That in school and in wider society they can expect to be treated with respect by others, and that, in turn, they should show due respect to others, including those in positions of authority. - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. - The importance of permission-seeking and giving in relationships with friends, peers, and adults.
Online relationships	- That people sometimes behave differently online, including by pretending to be someone they are not. - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - How information and data is shared and used online.

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

5.   Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It includes:

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

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotion (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including who 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). • 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.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	- That for most people the internet is an integral part of life and has many benefits. - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental wellbeing. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal informational private. - Why social media, some computer games and online gaming, for example, are age restricted. - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - Where and how to report concerns and get support with issues online.
Physical health and fitness	- The characteristics and mental and physical benefits of an active lifestyle. - The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - The risks associated with an inactive lifestyle (including obesity). - How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	- What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol or diet on health.)

TOPIC	PUPILS SHOULD KNOW
Health and prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained change of the body. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The importance of sufficient good quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn. - About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - The facts and science relating to allergies, immunisation, and vaccination.
Basic First Aid	- How to make a clear and efficient call to emergency services if necessary - Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle.

6. Non-Statutory Sex Education

At Shoreham Beach Primary School we do not provide non-statutory sex education. We believe that the Science Curriculum covers age appropriate sex education.

7. Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education, Physical Education (PE), Computing and Religious Education (RE) and assemblies.

8. Roles and Responsibilities

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Using a variety of teaching methods and resources to provide and engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

The headteacher is responsible for ensuring the PSHE/R(S)E is taught consistently across the school.

Pupils are expected to engage fully in PSHE/R(S)E and when discussing issues, treat others with respect and sensitivity.

9. Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session.
- Pupil questions will be encouraged and opportunities to ask questions openly and in private, e.g. post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

10. Parents' Right to Withdraw

As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the **non-statutory sex education**

curriculum. N.B. this right to be withdrawn does not apply to **relationships education, health education or science lessons, which are statutory requirements**. Shoreham Beach School does not teach non-statutory Sex Education.

10.Curriculum

The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing lessons.

In each year group, appropriate resources, including diagrams, videos, books, games, will be used to assist learning, alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

Please see Appendix 1 for the content covered in PSHE & RSE

12. Monitoring and review

This policy will be monitored by the Headteacher and Local Governing Body. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning. This policy will be reviewed every two years. Review will be undertaken regarding adherence to statutory requirements, and regarding school-specific implementation and effectiveness. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.

Appendix 1

The PSHE/RSE curriculum used across the school has been taken from the PSHE Education framework (PSHE Association).

PSHE Curriculum Framework: School Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave?	What can we do with money?	How do we keep safe?		How do we feel?	What makes us special?
Year 2	How can we help?	What is bullying?	How can we be healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?
Year 3	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we describe our feelings?	How can we eat well?	What jobs would we like?
Year 4	What is diversity?	How can we be a good friend?	How do we grow and change?		How can we keep safe in our local area?	
Year 5	What makes a community?	What does discrimination mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	What makes us enterprising?
Year 6	What makes a healthy and happy relationship?		What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?

PSHE Curriculum Framework: Whole School Overview

The school has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

	Rights and responsibilities	Feelings and friendship
	Money	Safety and risk
	Health	Identity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**How do we decide how to behave?** Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	**What can we do with money?** Where money comes from; spending; saving; keeping money safe	**How do we keep safe?** Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		**How do we feel?** Different kinds of feelings; strategies to manage feelings; change and loss	**What makes us special?** Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities
Year 2	**How can we help?** Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	**What is bullying?** Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	**How can we be healthy?** Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	**What is the same and different about us?** Recognise what they are good at; set simple goals; growing; and changing and being more independent; ▮▮▮▮▮▮ belonging to different groups	**How do we show our feelings?** Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	**How can we keep safe in different places?** Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency
Year 3	**What are the rules that keep us safe?** Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	**What can we do about bullying?** Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	**What are we responsible for?** Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	**How can we describe our feelings?** Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	**How can we eat well?** What makes a balanced lifestyle; balanced diet; making choices; what influences choices	**What jobs would we like?** What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
Year 4	**What is diversity?** Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	**How can we be a good friend?** Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	**How do we grow and change?** ▮▮▮▮▮▮▮▮▮▮ keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice		**How can we keep safe in our local area?** Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe	

Year 5	What makes a community?	What does discrimination mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	What makes us enterprising?
	What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society
Year 6	What makes a healthy and happy relationship?	What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?
	Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); ▬▬▬▬▬▬	Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours

*Relationship Sex Education is shown in pink

The RSE element of the curriculum has been based upon the framework from the Sex Education Forum and the National Children's Bureau.

The frameworks adopted for the teaching of PSHE and RSE will ensure that there is coverage and progression.

PSHE / RSE: Statement of Intent, Implementation and Impact

Intent	Implementation	Impact
Personal Social Health Education (PSHE) including Relationships (Sex) Education (RSE) is at the heart of our school values and ethos and runs throughout all that we do. Our PSHE/ RSE curriculum aims to enable our children to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. We will: • help pupils to aspire to be the best they can be, to have dreams for their future and know what is required to reach them. • provide opportunities for our pupils to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society. We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain. • deepen our pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance • develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. • stimulate, challenge and nurture children's spiritual, moral, social and cultural curiosity. • help pupils to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident so they are ready for the transition to Secondary school. • help pupils to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect. • teach our pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education. • teach our pupils about personal safety (online and off-line) and we will ensure pupils know where and how to get help if needed. • encourage all of our pupils to be the best version of themselves that they can be!	How do we deliver the PSHE / RSE curriculum? • Personal Social Health Education (PSHE) including Relationships Sex Education (RSE) is at the heart of our school ethos and runs throughout all that we do. • Pupils are taught regularly timetabled PSHE / RSE lessons • Staff follow our whole school framework to plan their lessons. • Lessons are adapted to meet the needs of each individual class / pupils and to deal with issues as they arise. • Lessons are delivered in a way that ensures pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. • Assemblies, themed days, visits and visitors are used to support the teaching and are not used in place of it. • We work in partnership with parents informing them about what their children are learning and when required, providing guidance towards resources that can be used at home. • Lessons and school ethos; -promote safe, equal, caring and enjoyable relationships and we discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online - give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity -gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views -includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online -fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination. -meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities	By the time our children leave our school they will: • be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life • be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society • appreciate difference and diversity • recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty • be able to understand and manage their emotions • be able to look after their mental health and well-being • be able to develop positive, healthy relationship with their peers both now and in the future. • understand the physical aspects involved in RSE at an age appropriate level • have respect for themselves and others. • have a positive self esteem