

**MELLERS PRIMARY SCHOOL
PSHE POLICY
Including RHSE
(Relationships, Health and Sex Education)**

November 2024

DOCUMENT ORIGINS			
Organisation	Mellers Primary School	Version date	November, 2024
Owner	Kiran Dhanjal	Approved by (If applicable)	FGB
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DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes

Policy in brief

- The teaching of RSHE is now statutory in primary schools
- Our RSHE curriculum is taught alongside our PSHE curriculum
- The policy was created with reference to a number of statutory and guidance documents including from the DFE and the PHSE Framework
- RSHE is taught in an age-appropriate manner throughout the school
- Parents **have the right** to excuse their children from sex education taught only in Year 6
- Parents **do not have the right** to excuse children from the teaching of reproduction through the Science Curriculum in Y6
- Links to the Science and Computing – specifically digital and online safety curriculum are also identified

School Aims

At Mellers Primary School, we want to ensure that our personal, social, health and economic education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. We want to help give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. PSHE is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

Statement of Intent

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Value self and others (including understanding rights and responsibilities- justice and fairness)
- Understand themselves, their own needs and state of mind (including their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Understand and respect others – their similarities and differences
- Learn about others' views – ways of life and beliefs which may differ from their own in terms of ethnicity, gender and life choices
- Know how to live healthy lives, both physically and emotionally
- Know how to keep themselves and others safe, including in the on-line world
- Through teaching the subject content, opportunity will be given to children to explore their attitudes, values and beliefs and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives

It is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

The key objectives of our PSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

Formulation, dissemination, monitoring and review of policy

The PSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion with staff, discussion with the school council, discussion with the senior leadership team and made available on the school website for parents to see.

From the discussion with school council, the feedback was from our head committee on why this policy is important:

- prepare us for the future
- understand issues/problems and solve them
- knowing that you can talk openly
- self-value and empathy
- valuing others for their individual worth
- educate ourselves
- know about rights, value uniqueness - it would be boring if we were all the same

In developing our policy and curriculum we have given regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The PSHE policy and curriculum will be reviewed annually by the PSHE Coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the RSHE schemes of work, teacher assessment, changes in legislation and guidance and parent feedback.

Relationship, Health and Sex Education

From September 2021, all primary schools are required by the government to teach Relationships and Health Education. Relationships Education is designed to help children to have positive and safe relationships with family, friends and online.

Relationships Education enables children to understand how to develop positive relationships with others and much of this requires effective communication and an understanding of their own and others' feelings. While children learn to respect that families can be made up differently, they are characterised by love and stability and offer safety and care.

Health Education will help children to make good and informed decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others. This includes healthy minds as well as healthy bodies.

It is only in Y6 that children will be taught of sex education which includes learning about reproduction, pregnancy and birth as well as consent. Parents can withdraw their child from this learning if they choose to. Pupils will be helped to appreciate differences and to respect themselves and others. The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education.

Implementation of the Policy

All teachers have responsibility for planning and delivering PSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. These children may have particular resources to help them understand how to stay safe and manage their own feelings. The PSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. PSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through PSHE sessions, circle-time and assemblies.

As with any other subject, the breadth of the PSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. In teaching RSE in school we take account of children's cultural and religious backgrounds and beliefs to ensure that teaching is sensitive, inclusive and respectful of all, while also ensuring that teaching reflects the laws relating to relationships. Linked to safeguarding, we also deliver the NSPCC 'pants talk' and 'Speak Out, Stay Safe' to support children in understanding that their bodies are special and private to them. (Delivered by school staff.) That everyone has a right to privacy and the need to tell a trusted adult if they ever feel uncomfortable or their privacy compromised.

Within PSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this several teaching strategies will be used, including:

- Establishing ground rules with pupils
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

The teaching of Relationships and Health Education is incorporated with the teaching of PSHE at Mellers Primary School and follows a structured approach using the schemes:

The Christopher Winter Project for RSE

The Jed and Ted Scheme for Drug Education

While all children are taught safe online use, the content of the teaching is delivered as age appropriate and also in response to situations that may arise and is further supported through an annual whole school and community focused Safer Internet Day. Occasionally we use external speakers to enhance our delivery of PSHE. All external speakers deliver in line with our PSHE policy and safeguarding procedures.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers

will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Homophobic bullying is dealt with strongly yet sensitively.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes respect and celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

PSHE will be accessible to all regardless of their gender. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. As a school we will deliver PSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges different views and opinions of our community and teaches tolerance. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within PSHE. All children, whatever their identity, or family background need to feel that PSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the year 5 and 6 toilets
- Pupils can access sanitary products from school through a free scheme from the office and class teachers on request

- For those experiencing period poverty free sanitary protection can be accessed from the office and class teachers

Teachers will be aware that effective PSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Involving Parents and Carers

We believe that PSHE is a partnership between school and parents/carers. We are aware that parents are the first teachers of their children and welcome their engagement with our PSHE programme. Parents and carers are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process parents/carers can ask their child's class teacher to inform them of what will be covered.

Assessment and Review

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress, through the use of curriculum floor books, which include evidence for each child for each unit of work. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Staff training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attending an internal or external training event.

Links to other Policies

- Anti-bullying
- Healthy eating
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- Curriculum

More information

If you would like to discuss our provision of PSHE further please contact Miss Kiran Dhanjal. Complaints about the PSHE provision are made through complaints procedure addressed to the Headteachers. (The procedure is on the website or can be requested from the office)