



Personal Social & Health Education (P.S.H.E.) and Relationships Education Policy

I. Aims

At West Street Primary School, we believe that P.S.H.E. helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, to become informed, active and responsible citizens.

Since the 2021 guidance issued by the Department for Education, Relationships Education at primary school has been compulsory. We believe that to be effective, Relationships Education should be taught within a broader P.S.H.E. programme as this is more relevant for children e.g. when related to topics including anti-bullying; staying safe on and off line; keeping physically and mentally healthy, developing an awareness of changes and growing, learning about substances such as drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Intent

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions

- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Definition

Relationship Education and P.S.H.E. are about the emotional, social and cultural development of pupils, and involves learning about positive relationships and other aspects of personal development such as puberty, healthy lifestyles, diversity and personal identity. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. Relationship Education involves a combination of sharing information as well as exploring issues and values.

As the DfE statutory guidance document states: “The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

Relationship Education is not about the promotion of sexual activity.

At West Street, we embrace the opportunity that Relationships Education offers us to explore these issues in an age-appropriate manner. Relationships Education, as part of our wider P.S.H.E. education curriculum, allows pupils to develop their understanding of the world, themselves and to keep safe.

3. Statutory Requirement

At West Street Primary we teach Relationships Education as outlined in the Department for Education guidance document. It will be compulsory to teach primary school children Relationships Education from September 2021. The full DfE statutory guidance document can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

At West Street, we teach PSHE and RSE as set out in this policy. The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it became compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At West Street, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education.

4. Policy Development

This policy document aims to cover the approach to delivery of Relationships and Sex Education (RSE) and Personal, Social, Health, Economic Education (PSHE) at West Street Primary School. Documents that have been used to inform the school's RSE and PSHE policy include:

- Education Act (1996)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Keeping children safe in education
- Statutory safeguarding guidance (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Children and Social Work Act (2017)

This policy was developed in consultation with staff and governors at West Street Primary School through consultations, reviews and ratifications. The policy document is available to all members of the school community on our school website. Copies are also available from the school office upon request.

5. Curriculum and Delivery

At West Street, Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- P.E. in the context of health and hygiene

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

(Delivery methods will be adjusted should the need for remote learning continue or extend).

The key strands outlined by the DfE, Relationship Education, Relationship Sex Education and Health Education (2019) for Primary Schools are:

- **Relationship Education:** families and people who care for me, caring friendships, respectful relationships, online relationships, being safe.
- **Physical Health and Well Being:** mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, changing adolescent body.

West Street School follow the **I decision** scheme of work to deliver both PSHE and RSE.

The I decision vision

In an ideal world, children would arrive at school socially developed and ready to learn, but this is not always the case. High-quality life-skills' education is essential for all students to reach their full potential. I decision provides an interactive bank of resources that support PSHE, RSE, Health Education, SMSC Development, as well as Safeguarding and much more.

Mapped to the PSHE Association's Programme of Study, our resources help children learn the skills to manage different influences and pressures in their personal development. Our unique suite of resources helps pupils test-run and experience challenging situations in a safe environment.

During their time at primary school, children will encounter many of life's challenges for the first time. I decision aims to provide children with the knowledge and skills to lead safe, healthy and happy lives.

Monitoring and evaluation

In the first instance, the lead teacher for PSHE/ RSE will be responsible for monitoring and evaluating the subject. They will monitor the impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. Lead will also conduct regular learning walks throughout the academic year, review termly planning, monitor learning, conduct staff/ pupil questionnaires and report to the link governor. All monitoring in the subject will be in accordance with the school policy.

Roles and responsibility

The governing body will approve the PSHE/ RSE policy and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that PSHE/ RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher

Pupils are expected to engage fully in Relationships Education and PSHE, when discussing issues related to Relationship Education, treat others with respect and sensitivity. They are encouraged to take part in discussions to enhance their knowledge and understanding. We also hope that pupils will feel comfortable to talk to a member of staff regarding any concerns they have in school related to relationships education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the designated safeguard lead if there is a safeguarding or other concern or if they feel ill-equipped to deal with the issue at hand. Pupils will be made aware of this guidance around confidentiality within lessons.

The school is also aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- **Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE**
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents' right to withdraw

We view the partnership of home and school as vital to the development of all pupils at West Street. Our curriculum has been carefully planned to meet the needs of all our pupils. In line with statutory guidance, parents do have the right to withdraw their children from the non-statutory components of Relationship Education. There is not right of withdrawal from statutory Relationships Education or Health Education or related content which is delivered as part of National Curriculum subjects, such as Science. We will inform parents in advance by letter of any elements of our curriculum where this right of withdraw may apply. Where this is the case, requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents to understand the reasoning behind this decision and take appropriate action to ensure that parental wishes are respected in line with the statutory requirements to teach Relationships Education. Alternative arrangement will be made for pupils who are withdrawn from any non-statutory elements of Relationships Education. We always welcome requests from parents to view any

curriculum materials which they may have any queries about. Please contact a member of our school office staff who can arrange for the PSHE education lead member of staff or Headteacher to discuss this with you.

Refer to Appendix 3 for a copy of the letter to Parents/ Guardians.

Equal opportunities Statement

The school is committed to the provision of PSHE/RSE to all 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 children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Inclusion, individual needs and differentiated learning

PSHE/ RSE provision is inclusive of all pupils and is consistent with differentiation across the school. We will ensure that PSHE/ RSE is sensitive to the different needs of individual pupils in respect to the pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith and culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber- bullying), use of prejudice- based language and how to respond and ask for help. Some of our students will show little awareness of their sexuality, but for all students, any teaching about relationships will be to their level of understanding and development.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE and RSE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Safeguarding

All staff are trained in Safeguarding. At West Street, we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy and Keeping Children Safe in Education 2018 will be followed. In all other cases; concerns will be recorded on Safeguard and pupils will be supported by the their class teacher and DSL. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

Policy review date

01-03-26