

Personal, Social, Health Education *with* Relationships and Sex Education Policy

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1 Introduction

The Children and Social Work Act 2017 includes legislation on Relationships and Sex Education in schools. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, *'Relationships Education, Relationships and Sex Education (RSE) and Health Education'* June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as PSHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. PSHE involves lifelong learning, starting early in childhood and continuing throughout life and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

At James Wolfe Primary School, we recognise that Relationships and Sex Education (RSE) is an integral part of our Personal, Social and Health Education (PSHE) and Citizenship curriculum. 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.

We aim to offer pupils a carefully planned programme on human development, relationships and family life, within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within our values-based curriculum and matched to the pupils' level of maturity. This policy reflects the requirements of the Department for Education's Relationships and Sex Education Guidance.



2 Aims and Objectives

Our aim at James Wolfe Primary School is to help all of our pupils achieve their full potential based on the following five key PROUD values. The over-arching aim of PSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

It is based on our five PROUD values:



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

And links to the following articles from the United Nations Convention on the rights of the child.



Article 24 Children have a right to the best possible health.

Article 29 Education should develop children's talents;



At James Wolfe Primary School, the main objectives of the PSHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints;
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

PSHE at James Wolfe Primary School is also compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics - between people who share a protected characteristic and people who do not share it.

3 Responsibilities

Everyone is responsible for helping our pupils develop strong relationships.

Staff

- Staff are role models for our pupils and as such, they should model strong relationships both between adults and between adults and children.
- Staff will help pupils develop healthy relationships and will support children if there are problems between relationships.
- Staff will answer questions that pupils have about relationships and sexual development following the statutory guidance from the Department for Education.

Children

- Children are expected to follow our five PROUD values and, in relation to this policy, to show respect for themselves and others.
- If problems happen, children will be positive about putting things right.

Parents

- Parents support the school by ensuring that their children develop respect for others.
- Parents will discuss any issues with the school so that any problems can be solved swiftly.

Governors

- Governors monitor the implementation of this policy.



- Governors gather opinions from children, parents and staff about relationships in our school.

4 Teaching and Learning

PSHE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any PSHE is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn;
- The right to be and feel safe;
- The right to feel and be respected.

Ground rules are set to ensure the most effective climate for learning is created and will apply to both pupils and adults in the classroom.

Teaching takes place in a variety of ways but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media.

For example, teachers may make use of an 'Ask It Basket', or something similar to assess pupils' learning and to gather pupils' questions. Pupils' questions are then collated and incorporated into future learning. This enables the teacher to plan learning in an age-appropriate way.

Home learning is also expected, as a key way to develop a pupil's learning, and so parental partnership in PSHE is important.

At James Wolfe, PSHE is taught by class teachers, who are trained and confident in their subject expertise. The school receives training and support in PSHE from Royal Borough of Greenwich. The subject lead is a member of the Royal Borough of Greenwich PSHE Network. The school participates in Healthy Schools London and is a member of the PSHE Association and Christopher Winter Project.

5 Content

At James Wolfe, PSHE meets the requirements of the statutory elements of the National Curriculum, relating to Science (Sex Education), Relationships Education and Health Education.

The knowledge, skills, attitudes and values taught throughout the year groups can be found in the PSHE curriculum document. All curriculum coverage is according to the guidance from the Department for Education which states at the end of Primary school what the pupil should know. A summary of this is found in Appendix One.

Although PSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects, such as Religious Education, Computing and Science.

A core element of PSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.



All pupils, including those with SEND, have a right to effective PSHE. Different pupils' needs are taken into account when teaching PSHE. This may require adjustments to the curriculum or how it is accessed for some pupils, e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

6 Use of outside visitors to support PSHE

PSHE at James Wolfe is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support learning. This includes support from school nurses or support agencies such as the NSPCC.

When any aspect of the PSHE programme is being led by an outside agency, the class teacher will also stay in the room, to ensure that learning from the session can be followed up appropriately and to reassure pupils that the class ground rules are being honoured.

7 Assessment and evaluation of PSHE

Assessment is key to learning. Any teaching and learning in PSHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. Teachers also use the PSHE Association learning outcomes, to assess pupil progress.

Pupils are expected to evaluate their learning in PSHE in a variety of ways. At times, this will include written work but the majority of PSHE assessment will be in the form of discussions, photos and personal reflection. This relies heavily on pupils noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in PSHE should be assessed by the development of their skills and attitudes/values, e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of PSHE.

The subject leader will consult class teachers on how effective PSHE teaching and learning is in their classroom. Evaluation will include learning walks, book looks and pupil voice.

8 Parental engagement with PSHE

Children **cannot** be withdrawn from Relationships Education or Health Education in primary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory.

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

It is also important that the views of the child are taken into consideration and schools should do this when reviewing the PSHE policy, for example by asking their school council what they think is



important for them to learn about as they grow and how the school can help them understand how to be healthy, respectful and responsible citizens.

9 Policy development and consultation

Our school's PSHE policy is developed by the school subject leadership team, with advice and support from the Royal Borough of Greenwich.

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit. The School Council are also asked to gather their peers' views on what they feel they need to learn about in PSHE.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.
- Parents/carers have been consulted on the RSE elements of the school curriculum. In addition they are invited every year to discuss what the school teaches, view relevant materials, why PSHE is important and how the subject is taught.

10 Policy leadership and approval

PSHE is led and managed by the PSHE Leadership team (see leadership reports for the current team), with the support of the SLT. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval

11 PSHE and safeguarding

Effective PSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, PSHE at our school follows the principles for effective PSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau. These principles state that effective PSHE:

Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.

Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

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.

Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.

Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.



12 PSHE and faith perspectives

At James Wolfe, pupils of all faiths and those of no faith are treated equally and respectfully. In line with the Department for Education's statutory guidance, PSHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, PSHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage). However, PSHE is always taught within the context of the Equality Act 2010 and the school places PSHE at the forefront of its Public Sector Equality Duty to:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it



Appendix One: PSHE content at our school

Taken from the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

By the end of primary school, pupils should know:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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.



Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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.



Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• 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.
Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• 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 whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• 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.



Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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 and physical 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 information 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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 on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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.