



St Martin and St Mary C of E Primary School

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (INCLUDING RELATIONSHIP AND SEX EDUCATION)

Approved by	
Name:	Moira Rose
Position:	Standards & Curriculum Chair
Signed:	<i>Moira Rose</i>
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Proposed Review date:	3 years – May 2025

REVIEW SHEET

Each entry in this table summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1		

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

Tel: 015394 43622

Mail: admin@windermere.cumbria.sch.uk

Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

'Life in all its fullness' John 10.10

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values help make our school a great place to be.

Friendship Love Forgiveness Trust Honesty Faith

Our vision and values underpin our interactions and the way we treat and respect everyone we encounter in school. Children and adults need to feel safe, valued, respected and protected as they learn and as they play.

Introduction

This PSHE and RSE Policy should be read in conjunction with the following policies: SEND and Safeguarding. The Implementation of this policy is the responsibility of all teaching staff. The school policy for PSHE reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. Our policy is to consult stakeholders about our curriculum and priorities in order to meet the guidance from the DfE and National Society as well as school's curriculum, practise and approach.

Policy Availability

The policy is available to parents and carers through documentation being readily available to download on the school website. If you require this policy in printed format, please contact the school office.

Policy Aims and Objectives

Our PSHE education programme promotes our school ethos and is underpinned by the school values of 'Friendship, Love, Forgiveness, Trust, Honesty and Faith'. We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

At St Martin & St Mary, children in the Early Years Foundation Stage (Pre-school, Nursery & Reception) develop their PSHE skills within EYFS Curriculum. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care. The children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/Relationship at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school.

Children across the Foundation Stage are assessed using the development matters statements and for their final assessment in Reception summer term the children are assessed against the Foundation Stage Profile Statements. These outcomes are reported to parents.

Our PSHE is taught using an overarching question for each term or half term. These begin in key stage 1 as ‘What? And ‘Who?’ questions and build throughout Key Stage 2 into ‘Why?’ and ‘How?’ questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. You can view our coverage on our PSHE page on the school website. Throughout the academic year we will cover all of the Year group’s PSHE curriculum, however the date it is taught may differ so that it may fit more appropriately with other areas of our curriculum.

Core Themes

Health and Wellbeing

The St Martin and St Mary programme of study for PSHE aims to prepare children for life in modern Britain by teaching the first of three core themes: Health and Wellbeing. Particular focus is placed upon good physical health and mental wellbeing.

Pupils 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.

Health and Wellbeing		
Key Stage 1 (Year 1- 2)	Lower Key Stage 2 (Year 3-4)	Upper Key Stage 2 (Year 5-6)
<ul style="list-style-type: none"> • Being healthy; hygiene; medicines; people who help us with health. • Keeping safe; people who help us. • Keeping safe; recognising risk; rules. • Being healthy: eating, drinking, playing and sleeping. • Feelings; mood; times of change; loss and bereavement; growing up. 	<ul style="list-style-type: none"> • Keeping safe; at home and school; our bodies; hygiene; medicines and household products. • Being healthy: eating well, dental care. • Being healthy: keeping active, taking rest. • Self-esteem: self-worth; personal qualities; goal setting; managing setbacks. • Feelings and emotions; expression of feelings; behaviour. • Keeping safe; out and about; recognising and managing risk. 	<ul style="list-style-type: none"> • Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes. • Basic first aid, accidents, dealing with emergencies. • Drugs, alcohol and tobacco; healthy habits. • Looking after ourselves; growing up; becoming independent; taking more responsibility. • Puberty

Teachers emphasise the positive two-way relationship between good physical health and good mental health, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils are taught the benefits of hobbies, interests and participation in their own communities, as well as the benefits of rationing time spent online and the risks of excessive use of electronic devices.

Pupils are also taught why social media, computer games and online gaming have age restrictions, and how to manage common difficulties encountered online.

In addition to the National Curriculum for Science, Computing and Physical Education (PE), the Health and Wellbeing strand of our programme of study for PSHE ensures that pupils receive their entitlement to compulsory Health Education.

There is **no** right to withdraw from health Education lessons.

Relationships (Including Sex Education)

The second of the core themes teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Pupils are taught how to take turns, how to treat each other with kindness and consideration, the importance of honesty and truthfulness, permission seeking, consent and the concept of personal privacy. Emphasis is also placed upon the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact.

Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. It is recognised that families of many forms provide a nurturing environment, including single parent families, Lesbian, Gay, Bisexual and Transgender (LGBT) relationships, families headed by grandparents, adoptive parents and foster parents/carers.

Therefore the features of healthy relationships are explored through a range of contexts, enabling pupils to form a strong, early understanding of relationships that are likely to lead to happiness and security, as well as the ability to recognise less positive relationships. Through the Relationships strand of the school's programme of study for PSHE, pupils learn from an early age that there are many different types of family and that the term 'relationship' may refer to two people of the same or different gender, ethnicity, race, religion/belief or ability. Promotion of – or discrimination towards – any type of relationship shall not occur. The principles of positive relationships apply in any context, so children are taught to apply learning about behaviour and safety both online and offline. Real Love Rocks – provided by Bernado's – it taught by our trained teachers and covers the above topics over a half term.

Relationships		
Key Stage 1 (Year 1- 2)	Lower Key Stage 2 (Year 3-4)	Upper Key Stage 2 (Year 5-6)
<ul style="list-style-type: none">• Ourselves and others; similarities and differences; individuality; our bodies.• Ourselves and others; people who care for us; groups we belong to; families.• Friendship; feeling lonely; managing arguments.• Behaviour; bullying; words and actions; respect for others.	<ul style="list-style-type: none">• Friendship; making positive friendships, managing loneliness, dealing with arguments.• Families; family life; caring for each other.• Respect for self and others; courteous behaviour; safety; human rights.	<ul style="list-style-type: none">• Friendships; relationships; becoming independent; online safety.• Different relationships, changing and growing, adulthood, independence, moving to secondary school.

In addition to the National Curriculum for Science, Computing and Physical Education (PE), the Health and Wellbeing strand of our programme of study for PSHE ensures that pupils receive their entitlement to compulsory Relationship Education.

There is **no** right to withdraw from Relationship Education lessons.

Sex Education

Sex Education is no longer compulsory in primary schools. However, the DfE 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. Therefore, Sex Education – that goes beyond the requirements of Relationships Education and the National Curriculum for Science – is taught in order to support pupils' ongoing emotional and physical development and their transition to secondary school. Our School Nurse delivers this lesson. However, a teacher is always present during these sessions and they remain responsible for the content and delivery the lesson.

Sex Education

Year 6

- Different relationships – friendly, loving and sexual
- Conception and birth
- Sexuality and gender

Parents/carers have the right to request that their child be withdrawn from some – or all – of Sex Education. Before a request is granted, however, parents/carers should meet with the Headteacher to share their concerns. The benefits of receiving this important education – and any detrimental effects that withdrawal might have on the child – will also be discussed. If concerns remain, parents/carers have an automatic right to withdraw their child from Sex Education lessons. 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 Education, which there is no right to withdraw from.

Living in the Wider World

The final core theme taught is Living in the Wider World.

The Living in the Wider World strand focuses on developing the skills and understanding needed to function 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 repudiate 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. Money and finance, economic awareness and enterprise are also included in this strand.

Living in the Wider World

Key Stage 1 (Year 1- 2)	Lower Key Stage 2 (Year 3-4)	Upper Key Stage 2 (Year 5-6)
<ul style="list-style-type: none"> • Money; making choices; needs and wants. • Ourselves and others; the world around us; caring for others; growing and changing. • People and jobs; money; role of the internet. 	<ul style="list-style-type: none"> • Community; belonging to groups; similarities and differences; respect for others. • Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions. 	<ul style="list-style-type: none"> • Money; making decisions; spending and saving. • Careers; aspirations; role models; the future. • Media literacy and digital resilience; influences and decision-making; online safety.

Equality, Inclusion and Support

St Martin and St Mary Primary School's PSHE 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.

We will always respect how pupils choose to identify themselves, understanding that – depending on their age and maturity – their sexual orientation and gender identity may be 'emerging'. This means that Relationships Education and Sex Education is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Pupils with Special Educational Needs and Disabilities (SEND)

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

High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at our school are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

Collective Worship

PSHE is included in collective worship, planning and delivery. A dedicated SEAL assembly is planned each half term. Further detail is available in The Collective Worship Policy and termly planning.

Vulnerable Children

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with PSHE and RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Roles of Parents

At St Martin and St Mary Primary School, we believe PSHE and RSE is a partnership between our school and parents/carers. We recognise that parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that PSHE delivered in school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with parents of children through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's PSHE and RSE Policy and practice.
- The curriculum content and organisation is shared and explained.
- Answer any questions that parents may have about the PSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in our school.
- Conduct consultation on an annual basis about any needs in relation to our PSHE programme and policy.

Any parents wanting more information about our PSHE curriculum can contact a member of the PSHE team.

Confidentiality, Safeguarding and Child Protection

Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to the Child Protection procedures in line with Keeping Children Safe in Education, 2020.

Everyone who teaches PSHE and RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentially with pupils, making it clear that teachers can not offer unconditional confidentiality. Pupils will be informed that confidentiality has to be broken, due to the safeguarding concerns, they will be informed first and then supported as appropriate.

Working with Parents/Carers and the Wider Community

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

Staff Professional Development

Teachers' training needs are determined through the process of self-evaluation (during performance management meetings). Whole school training is incorporated into the SIP. One strategy is to hold workshops held by PSHE Leads and during staff meetings. All teachers have access to training through membership of the PSHE Association.

Review

The PSHE Policy – and its programme of study for PSHE – will be formally reviewed by the Governing Body every 3 years to ensure that it remains up to date with the latest guidance from the DfE and it is relevant to the needs of staff, governors, parents/carers and pupils.