



Personal, Social, Health and Economic (PSHE) Policy

Incorporating Relationships Education
and separately Sex Education.

November 2019

COTTERIDGE PRIMARY SCHOOL

Cotteridge Primary School Personal, Health, Social and Economic (PSHE) Policy

Cotteridge Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

This policy outlines our school's approach to the teaching, organisation and management of Personal, Social, Health and Economic (PSHE) Education taught at Cotteridge Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader and ultimately the Headteacher. At Cotteridge, PSHE includes Relationships Education which from September 2020 will become statutory in primary schools.

Aims

The aim of this policy is to ensure that leaders, teachers and parents understand the PSHE curriculum at Cotteridge School and our approach to teaching it. PSHE and within this Relationships Education are an important and necessary part of education and living in modern Britain. We believe it is vital to equip pupils with a sound understanding of the risks of the modern world and with the knowledge and skills necessary to make safe and informed decisions. Our approach teaches the content of the curriculum in an age appropriate and sensitive manner. High quality relationships education helps create safe school communities in which children can grow, learn, and develop positive, healthy behaviour for life.

Sex Education that is not part of the statutory science curriculum does not form part of the statutory requirement for Relationships Education in primary schools. Parents have the right to withdraw their children from that part of sex education that is not covered by the science curriculum following a meeting with a member of the Senior Leadership Team or the Pastoral Manager. Please see appendix 4 for more detail.

'Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged'. PSHE Association

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Secretary of State for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

Safeguarding and PSHE

Good quality PSHE is the cornerstone of good quality safeguarding with children often feeling empowered to share concerns or comments about their lives during PSHE lessons.

PSHE plays a vital part in meeting schools' safeguarding obligations. Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. 2019 guidance on Relationships Education from the Department of Education becoming statutory in 2020 pertains to section 80A of the Education Act 2002 and section 403 of the Education Act 1996

Through the Relationships Education lessons delivered as part of the PSHE curriculum, schools will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children. This guidance comes directly from the Department for Education document issued in 2019 *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

UNICEF

The school respects children's rights as established by UNICEF and identified in the United Nations Convention on the Rights of the Child. At the start of each academic year, each class produces a class charter where rights important to that class are displayed. UNICEF ambassadors help promote the rights of the child throughout school and especially on UNICEF day.

The PSHE Curriculum

PSHE is taught in a weekly lesson and where possible interventions (catch up teaching for English and maths) will not take place during the weekly PSHE session, ensuring all children including those with SEND will have access to the same learning.

Dimensions PSHE

Cotteridge Primary School follows the 3D PSHE Dimensions Curriculum which has been designed to develop pupils' knowledge, skills and understanding based on the three core themes: health and wellbeing; relationships and living in the wider world. These three core values fit with the curriculum developed by the PSHE Association, the difference being the 3D PSHE provide detailed lesson plans and resources to ensure clarity of message and ease of teacher workload.

The PSHE curriculum at Cotteridge School is divided into four areas.

1. Relationships Education
2. Health and Wellbeing
3. Living in the wider world.
4. Sex Education.

1. Relationships Education.

This section of the policy draws heavily on the guidance and sentiment from the Department for Education document issued in 2019 *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

From September 2020 Relationships Education is statutory and parents have no right to withdraw their children from these lessons.

The focus at Cotteridge School is centred around 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken by teachers to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Relationships Education and through the link with Health and Wellbeing also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Relationships Education: Statutory from September 2020

This incorporates:

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

For a detailed breakdown see appendix 1

2. Health and Wellbeing

This section of the policy also draws heavily on the guidance and sentiment from the Department for Education document issued in 2019 *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

Health and Wellbeing Education at Cotteridge School is an important part of the PSHE curriculum with the focus on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Pupils will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and pupils will develop the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils 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.

Teachers will go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Health and Wellbeing

This incorporates:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body

For a detailed breakdown see appendix 2

3. Living in the wider world

Living in the wider world forms an important third leg of PSHE teaching at Cotteridge Primary School.

Pupils will be taught:

- About respect for self and others and the importance of responsible behaviours and actions rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect diversity and equality and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- About the part that money plays in people's lives
- A basic understanding of enterprise

For a detailed breakdown see appendix 3

Equality

Cotteridge Primary School respects the Equality Act 2010 and teaches the importance of respect for people of a different race, gender, ability, sexual orientation, gender identity, age or religion, in school through the value of tolerance. Lessons aim to ensure our children leave school happy and understanding about living in a community full of difference and diversity, whether that difference is through race, gender, ability, sexual orientation, gender identity, age or religion.

Sex Education

There are two aspects of sex education in primary school

- Statutory teaching of the science curriculum relating to sex education
- Non statutory teaching of the physical, social and emotional aspects of sex and relationships.

The statutory teaching of science covers the following:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.

Sources: The National Curriculum for England 2014. Relationships Education, Relationships and Sex Education and Health Education.

Our aim is to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships whilst staying safe both on and offline. The content of sex education at Cotteridge Primary School is detailed in Appendix 4.

Each year a letter will be sent to parents detailing this content, with the offer that parents wishing to view any teaching materials before the lessons take place are free to do so. Further letters for Years 4, 5 and 6 are sent before the teaching is due to take place in these year groups to give parents further guidance. Parents of children in years 5 and 6 will be invited to see and discuss the video and other materials that will be used during the sessions.

The right to withdraw

Parents have the right to withdraw their children from parts of the sex education curriculum which are not included in the science national curriculum. If parents would like to do this, we ask that they meet with the Headteacher to discuss their concerns. The school believes that our age appropriate approach to sex education is necessary to ensure that children are prepared for transition to secondary school and the children's ongoing emotional and physical development.

As the lesson content becomes more mature, we will ask all parents in years 5 and 6 to sign for consent for sex education lessons.

Teachers are aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children when delivering these lessons.

The role of the subject leader

The subject leader for PSHE, working with the Senior Leadership will monitor the curriculum on a termly basis through pupil interview and staff questionnaires. Findings will be reported to the senior leadership team via the interim and final subject leader report although if there is a need for urgent action it is the Subject Leader's responsibility to inform a member of SLT immediately.

Date policy adopted by Governing Body: _____

Date of review: November 2021

Appendix 1 Relationships Education

<p>Families and people who care for me.</p>	<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 marriage¹³ 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.
<p>Caring friendships</p>	<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.
<p>Respectful relationships</p>	<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. • 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.
<p>Online relationships</p>	<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.

	<ul style="list-style-type: none"> • 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.

Appendix 2 Health and Wellbeing

<p>Mental Wellbeing</p>	<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. <p>33</p> <ul style="list-style-type: none"> • 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.
<p>Internet Safety and Harms</p>	<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. <p>These lessons will be delivered as part of sex education in Year 4 and Year 5.</p>

Appendix 3: Living in the Wider World

<p>Rules and Responsibilities</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the reason why we have rules, to learn about rules as expectations, to understand that rules may need to be changed. • to agree and follow rules for their group and classroom • about how rules can contribute to the life of the class • the term 'anarchy' and understand the implications of living in an anarchic society and the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy • about organisations such as the United Nations and understand the importance and significance of equal rights • why it is important to be able to take turns. To understand the concept of 'borrowing and sharing. • that everyone has a responsibility to consider the needs of others and to understand why it is important to behave responsibly. Pupils should recognise that actions have consequences and understand that people and other living things have needs and that they have responsibilities to meet them
<p>Communities</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their role in the class community and our community outside of school. • how to contribute to the life of the classroom • that they belong to various groups and communities and the importance of developing a sense of belonging in the wider community • ways of looking after the school or community and how to care for the local environment • the importance of shared responsibility within all communities.
<p>Money and Finance</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • where money comes from and to recognise notes and coins. Pupils should understand that people make a choice to spend money on things that they need. • about the role of money in our society • the different types of work people do and learn about different places of work. • to make the connection between their learning, the world of work and their future economic wellbeing. • why it is important to keep money safe • that we cannot always afford the items we want to buy • the importance of choices and spending money wisely • about budgeting and what it means to budget • the financial terms such as loan, interest, tax and discount • the principles of enterprise and contribute to enterprise activities. Pupils should understand profit and loss • the principles of charity work • about and reflect on their own spending habits / choices • why financial management and planning is important from a young age
<p>Discrimination</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • and understand the terms 'discrimination' and 'stereotype' • to challenge stereotypes relating to gender and work
<p>Diversity</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the benefits of living in a diverse community and learn to celebrate diversity

Sex Education by year group – Appendix 4

Year 1	
Boys' and girls' bodies	<ul style="list-style-type: none"> - identify the parts of the body that make boys different to girls and use the correct terminology (penis, testicles, vagina, breasts) - respect my body and understand which parts are private
Year 2	
Boys' and girls' bodies	<ul style="list-style-type: none"> - recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, breasts) and appreciate that some parts of my body are private
Year 3	
How babies grow	<ul style="list-style-type: none"> - understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby - express how I feel when I see babies or baby animals - understand how babies grow and develop in the mother's uterus and - understand what a baby needs to live and grow - express how I might feel if I had a new baby in my family - understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies - identify how boys' and girls' bodies change on the outside during this growing up process - recognise how I feel about these changes happening to me and know how to cope with those feelings
Babies	
Outside body changes	
Year 4	
Inside body changes	<ul style="list-style-type: none"> - identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - recognise how I feel about these changes happening to me and how to cope with these feelings - correctly label the internal and external parts of male and female bodies that are necessary for making a baby - understand that having a baby is a personal choice and express how I feel about having children when I am an adult - describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Having a baby	
Girls and puberty	
Year 5	
Puberty for girls	<ul style="list-style-type: none"> - explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally

<p>Puberty for boys and girls</p> <p>Conception</p>	<ul style="list-style-type: none"> - understand that puberty is a natural process that happens to everybody and that it will be OK for me - describe how boys' and girls' bodies change during puberty - express how I feel about the changes that will happen to me during puberty - understand that sexual intercourse can lead to conception and that is how babies are usually made - appreciate how amazing it is that human bodies can reproduce in these ways
<p>Year 6</p>	
<p>Puberty</p> <p>Girl talk / Boy talk</p> <p>Babies – Conception to birth</p> <p>Attraction</p>	<ul style="list-style-type: none"> - explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally - express how I feel about the changes that will happen to me during puberty - ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive - describe how a baby develops from conception through the nine months of pregnancy, and how it is born (resource: Living & Growing: Unit 2, p. 30, 31 & 42) - recognise how I feel when I reflect on the development and birth of a baby - understand how being physically attracted to someone changes the nature of the relationship - express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this