

At Lobley Hill Primary School we aim to 'Be the Best we can Be' through being curious, adventurous and respectful in order to achieve personal excellence.



Lobley Hill Primary School

PHSE and RSHE Policy

Approved by:	Governing Body	Date: 16.04.24
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PHSE and RSHE Policy

This document outlines Lobley Hill Primary School's approach to Relationships and Sex Education, in line with the Department for Education (DfE) guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020'. Relationships Education is now compulsory in all primary schools in England.

Key Terminology/Acronyms

DfE

Department for Education

RSE

Relationships Education, Relationships and Sex Education

Relationships Education

Relationships Education is the teaching of positive relationships

Sex Education

Sex Education is the teaching for both boys and girls to prepare them for the changes that adolescence brings, drawing on knowledge of the human life cycle set out in the National Curriculum for Science

PSHE

Personal, Social, Health and Economic education.

Aims

Our PSHE curriculum teaches our children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. At Lobley Hill Primary School, this begins with our children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From Early Years Foundation Stage (EYFS), children are 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. This then continues at an age-appropriate level into Key Stage 1 and 2, deepening this knowledge and embedding these skills. In participating in PSHE learning, we are providing pupils with the knowledge and skills they need in order to reach their full potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

This policy will support the development of the skills, attitudes, values and behaviour, which enables pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health



- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities.
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills.

Organisation

RSE will not be delivered solely in isolation but firmly embedded in relevant curriculum areas. At Lobley Hill Primary School, the main content is delivered during PSHE sessions, using schemes by the PSHE Association and Kapow, as well as in Science lessons. PSHE is usually delivered by the class teacher in a whole class setting. Parents will receive a summary of the PSHE curriculum including the core RSE learning prior to the teaching of RSE, this will be sent home to parents/ carers on a half term basis. If requested, parents can see a more detailed breakdown of lessons, including key vocabulary and printable resources. This would need to be requested via the class teacher. PSHE is delivered weekly for 45 minutes each week, as well as some key skills and knowledge being enhanced through assemblies, whole-school initiatives, Science, RE and PE lessons. Visitors may be invited into school to support the work of PSHE because of their particular expertise or contribution they are able to make; all visitors are familiar with and understand the school's PSHE policy and work within it. They are supervised and supported by a member of staff at all times, and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning. EYFS will deliver their PSHE objectives through their daily routine, continuous provision, conflict resolution, special person and through small group times. These will coincide with the PSED Early Learning Goals: Moving and Handling, Health and Self-Care and People and Communities.

Climate for Learning

At the start of every academic year, a set of ground rules are established for PSHE lessons, which are a collaborative effort of both pupils' and staff ideas. This ensures all pupils and adults feel they are part of an inclusive and safe environment. Before embarking on each PSHE session, the pupils are reminded of their own ground rules. Pupils are encouraged to discuss and question things if they feel comfortable, and are also encouraged to reflect on their learning.



PSHE Content Overview

<u>Year group</u>	<u>Overview</u>
EYFS	Self-regulation: My feelings To identify different feelings and emotions. (ELG: Self-regulation) To identify and express my feelings (ELG: Self-regulation) To explore different coping strategies to help regulate our emotions. (ELG: Self-regulation) To explore the different vocabulary that can be used to describe feelings. (ELG: Self-regulation) To explore different facial expressions and what they mean. (ELG: Self-regulation) To identify different feelings and how to moderate behaviour socially and emotionally. (ELG: Self-regulation) Building relationships: Special relationships To talk about our families and understand they are valuable and special. (ELG: People, Culture and Communities) To talk about people that hold a special place in children's lives and think about what it means to be a valued person. (ELG: People, Culture and Communities) To understand why it is important to share and cooperate with others. (ELG: People, Culture and Communities) To develop strategies to help when trying to share with others. (ELG: People, Culture and Communities) To see themselves as a valuable individual. To understand that it is ok to like different things. (ELG: People, Culture and Communities) To see themselves as a valuable individual. To share their interests with the group. (ELG: People, Culture and Communities) To explore diversity through thinking about similarities and differences. (ELG: People, Culture and Communities) Managing self: Taking on challenges To understand why we have rules. (ELG: Managing Self) To understand the importance of persistence in the face of challenge. (ELG: Managing Self) To work together as a group to overcome challenges and communicate effectively with others. (ELG: Managing Self) To learn and practice 'grounding' coping strategies. (ELG: Managing Self) To understand the importance of perseverance in the face of challenge. (ELG: Managing Self) To learn new skills, showing resilience and perseverance in the face of challenge. (ELG: Managing Self) Self-regulation: Listening and following instructions To understand why it is important to listen carefully. (ELG: Listening, Attention and Understanding) To listen attentively to a story and retell parts. (ELG: Listening, Attention and Understanding) To understand why it is important to tell the truth and think about the feelings of others. (ELG: Managing self) To follow instructions involving several ideas or actions. (ELG: Self-regulation) To give simple instructions. (ELG: Managing self) To listen and respond to phrases and instructions that involve several ideas or actions. (ELG:



	Listening, Attention and Understanding) Building relationships: My family and friends To understand that we all have different beliefs and celebrate special times in different ways. (ELG: Building Relationships) To understand why sharing is important. (ELG: Building Relationships) To understand the characteristics that make a good friend. (ELG: Building Relationships) To consider why it is important to be kind. (ELG: Building Relationships) To learn how to help, listen to and support others when working in a team. (ELG: Building Relationships) To plan a party to celebrate the special friendships within the class. (ELG: Building Relationships) Managing self: My wellbeing To learn about the importance of exercise and how it affects the body. (ELG: Managing self) To learn how yoga can help our bodies to stretch, relax and stay healthy. (ELG: Gross motor skills) To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. (ELG: Managing self) To understand what it means to be a safe pedestrian. (ELG: Managing self) To understand what it means to eat healthily. (ELG: Managing self) To understand the importance of healthy food choices. (ELG: Managing self)
Year 1 and 2	Unit 1- Family and relationship - To set ground rules for PSHE lessons - To understand the role of families - To begin to understand the importance and characteristics of positive friendships - To recognise how others show feelings and how to respond to these - To begin to understand how courtesy and manners make us feel - To begin to understand that friendships can have problems but we can overcome these - To understand what is meant by a stereotype - To begin to understand how loss and change can affect us Unit 2- Health and Wellbeing - To describe and understand their feelings and develop strategies to manage these - To understand their strengths and set themselves achievable goals - To identify strategies to overcome barriers and manage difficult emotions - To understand the benefits of physical activity - To use breathing exercises to relax - To understand what it means to have a healthy diet - To understand how to look after our teeth Unit 3- Safety and the changing body - To know how to respond to adults politely and safely - To understand ways to keep safe on and near roads - To understand that there are dangers at home and how these can be avoided - To begin to understand what is safe to put into or onto our bodies - To understand what to do if you get lost - To understand how to stay safe when using the internet - To begin to understand the difference between acceptable and unacceptable physical contact - To begin to understand the concept of privacy and the correct vocabulary for body parts Unit 4- Citizenship - To begin to understand the importance of rules



	- To begin to recognize ways in which we are the same and different to other people - To understand that animals have different needs and how to care for them - To begin to understand the needs of babies and young children - To begin to understand how democracy works - To begin to understand how democracy works in school - To understand ways to share an opinion Unit 5- Economic wellbeing - To learn about what money is, where it comes from and how people make money - To begin to understand the difference between wants and needs - To begin to understand that people make different choices about spending and saving money - To understand the benefits of banks and building societies - To understand that skills and interests will help someone decide what job to do - Transition between year groups
Year 3 and 4	Unit 1- Family and relationships - To recap ground rules for PSHE and recap previous learning - To understand that friendships have ups and downs and that problems can be resolved (Year 3 only) - To begin to understand the impact of bullying (Year 4 only) - To understand that families love and support each other but sometimes problems can occur - Learning that stereotypes are present in everyday life and children's toys and books reinforce gender stereotypes - To recognize that stereotypes exist based on a number of factors - To understand that my behaviour can have an impact on others - To listen and communicate effectively - To develop understanding of courtesy and manners in a range of situations - To begin to understand the differences between people and why it is important to respect these (Year 3 only) - To begin to understand that families are very varied, in this country and across the world Unit 2- Health and wellbeing - To understand and plan for a healthy lifestyle including physical activity, rest and diet - To understand how we can look after our teeth - To understand what relaxation feels like and use relaxation techniques - To identify my own strengths and begin to see how they can affect to others - To break down barriers into smaller, achievable goals - To understand a range of emotions - To recognize when to give consent - To begin to understand what mental health is and who can help if needed Unit 3- Safety and the changing body - To understand that not all emails are genuine - To understand that age restrictions are designed to protect us - To understand that not all information on search engines is valuable - To begin to understand the risks of smoking and the benefits of being a non-smoker - To understand how to help someone with asthma - To understand the choices people can make and those which are made or influenced by others - To develop an understanding of safety on or near roads - To understand the role they can take in an emergency situation - To recognize the physical differences between children and adults (Year 4 only) Unit 4- Citizenship - To understand the environmental benefits of recycling and reusing - To understand the groups which make up the community and the contributions they make - To begin to understand how democracy works in the local area - To understand the value of diversity in a community



	- To begin to understand the UN convention on the rights of the child - To understand that charities care for others and how people can support them Unit 5- Economic wellbeing - To begin to recognize how ethics can influence our spending decisions - To understand how to put together a budget and the importance of tracking money - To recognize that money has an impact on how we feel - To understand that there are a range of jobs available and to consider what job they might want to do - To understand that many people will have more than one job or career - Transition between year groups
Year 5 and 6	Unit 1- Family and relationships - To recap ground rules for PSHE and recap previous learning - To explore the ups and downs of friendships - To understand what we mean by respect and why it is important - To resolve disputes and conflict through negotiation and compromise - To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens - To recognize how attitudes to gender have changed over time (Year 5 only) To explore the impact of stereotypes and how they can lead to discrimination (Year 6 only) -To explore other peoples' attitudes and ideas and to begin challenging these (Year 5 only) To understand stereotypes and be able to share information on them (Year 6 only) To begin to understand the process and emotions relating to grief Unit 2- Health and well-being -To explore mindfulness techniques as a way to manage emotions - To identify long term goals and plan how to work towards them - To understand and plan for a healthy lifestyle - To understand the potential impact of technology on physical and mental health - To reflect on skills that they have developed to identify and respond to difficult situations - To understand ways that we help prevent ourselves and others becoming ill - To consider how we know that we may be unwell and how to seek support - To understand how habits can be good or bad for our health Unit 3- Safety and the changing body - To start to become a discerning consumer of information online - To understand that online relationships should be treated in the same way as face to face relationships - To understand how to help someone who is bleeding - To understand how to help someone who is unresponsive - To understand physical changes during puberty (Year 5 only) - To understand the changes that happen during puberty (Year 6 only) - To understand the menstrual cycle (Year 5 only) - To understand the biology of conception (Year 6 only) Parents have the right to withdraw their child ** -To understand the development of the baby during pregnancy (Year 6 only) Parents have the right to withdraw their child ** - To understand emotional changes during puberty (Year 5 only) Unit 4- Citizenship - To recognise the role of pressure groups - To understand the diversity and the value different people bring to a community - To understand some environmental issues relating to food and food production - To understand how to show care and concern for others - To explore the links between rights and responsibilities (Year 5 only)



	- To understand human rights, including the right to education (Year 6 only) - To begin to understand how parliament works Unit 5- Economic wellbeing -To understand attitudes and feelings around money - To understand how to keep money in bank accounts safe - To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations - To begin to understand the risks associated with gambling - To understand the range of jobs people might do (Year 5 only) - To understand the different routes available into careers (Year 6 only) -To understand the skills needed to take on responsibilities in school (Year 5 transition) - To understand that a big change can bring both opportunities and worries (Year 6 transition) Unit 6- Identity - To understand what factors contribute to identity (Year 6 only) - To understand that media manipulates images (Year 6 only)
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Content from a previous year group is often reinforced.

*These sessions go beyond the National Curriculum for Science, Relationships and Health Education and, therefore, parents may exercise their right to withdraw their child.

Safeguarding and confidentiality

Our staff are in daily direct contact with the children at school and they have a duty to help keep our children safe, and support them when things get challenging. Our school ethos promotes children's welfare as its top priority, and encourages children to talk freely to staff about any concerns. Staff are kept up-to-date with relevant safeguarding training, and are able to deliver PSHE sessions with sensitivity. They are in a position to identify any concerns that may arise as a result of the content in PSHE lessons and are able to deal with these effectively and efficiently, following school protocols. They will always act in the best interest of the child. Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson finishes, or needs to be signposted to further sources of advice or support. If disclosures occur, the school's confidentiality policy is followed. As a general rule a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. All staff members are familiar with the policy and know the identity of the DSLs. The pupil concerned will be informed that confidentiality is being breached and reasons why. The pupil will be supported by staff throughout the process.

Equal Opportunities Statement

Under the provisions of the Equality Act (2010), at Lobley Hill, we are committed to the provision of PSHE to all children, irrespective of sex, race, religious background or belief, gender reassignment, family background, sexual orientation or disability. Staff are aware of the needs of their own class and are able to differentiate or put in place additional support for pupils, where appropriate.



SEND and Inclusion

High quality Relationships and Sex Education (RSE) is every child's right, no matter what their level of need or ability. As a school, we acknowledge the need for flexibility, to tailor content and teaching to meet the specific needs of children at different developmental stages, and also are aware that some pupils are more vulnerable due to the nature of their SEND. The SEND code of practice highlights the importance of preparing pupils for adulthood and so our teaching of PSHE is inclusive. Each year group includes a transition lesson at the end to assist a smooth transition into the next year group.

Assessment

Elements of PSHE in the Science curriculum are assessed formally using the National Curriculum (NC) objectives for each year group. Assessment and evaluation of the PSHE programme outside of the Science curriculum is conducted using a variety of informal activities which are built into the programme. This includes peer assessment and self-assessment. Teachers delivering PSHE constantly evaluate their lessons to inform future planning. Any formal recording of work is displayed in the classroom, kept to refer back to or sent home with the children to prompt discussions about their learning with their parents/ carers. Much of the work will be verbal and informal. Progress will be assessed and reported on by class teachers who will make their own teacher judgement. This will reflect the development of skills and knowledge that is demonstrated from each child in discussions, questions and also through work that the children produce.

Relationship, Sex and Health Education

From September 2020, Relationships and Health Education is compulsory for all primary schools are set out in the DfE guidance. All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education that describes the content and organization of RSE, and these details are included within this policy. This PSHE policy is available to parents/carers on request and is also available on the school website. It is our school governors' responsibility to ensure that the policy is developed and implemented effectively.

The Role of Parents and Carers and their Right to Withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Our school strives to work closely with parents to ensure that parents know what will be taught and when. Parents have the right to request that their child be withdrawn from some of the sex education delivered as part of Relationships, Sex and Health Education (RSHE). This only includes the parts that are taught outside of the Science curriculum- Year 6

- To understand the biology of conception (Year 6 only)
- To understand the development of the baby during pregnancy (Year 6 only)

However, parents do not have the right to withdraw pupils from the relationships and health aspects of our Relationships, Sex and Health Education this includes lessons about puberty. Children learning correct terminology for body parts is part of our statutory safeguarding obligation we do not consider this to be sex education from which parents/carers can withdraw from.

The DfE states, "We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and to recognise the difference between online and offline friendships. Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for



science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances, we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.” As a school, we believe parents and carers should be given every opportunity to understand the purpose and content of Relationships, Sex and Health Education. Should parents or carers have any questions or queries, please do not hesitate to contact your child’s class teacher. Before granting any request, we seek to work with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will document this process to ensure a record is kept. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents’ request to withdraw the pupil.

Parents and carers have the right to see sample materials that is used within the teaching of PSHE and can do so by prior appointment with a member of staff, or at any open evening we hold in school regarding PSHE. As many PSHE materials are copyrighted the school is not permitted to put teaching materials on the public facing website, however, on request it is possible for us to provide electronic ‘parent copies’ of materials to parents and carers at home.

Lobley Hill gives serious consideration to any comments from parents/carers about the sex education programme, and we make a record of all such comments. The overall decision about the content of the our PSHE programme lies within school, however this is informed by statutory duties, school values, parental views, children’s views and the needs of our school and local community.

Monitoring and Evaluation

This policy was written and developed following consultation with parents and carers. It is monitored by the governing body and will be reviewed accordingly. This policy has been approved by the full governing body on 27.6.22 This will be reviewed annually by the Governing Body 12.6.23

The role of the headteachers and Governing body

To ensure:

- All pupils have an entitlement to PSHE
- The school is fulfilling its statutory obligation in regard to PSHE
- All pupils make progress in regard to PSHE
- PSHE is led effectively, managed, timetabled, resourced and well-planned so the
- school fulfils its statutory obligations
- The quality of PSHE provision is subject to regular monitoring and evaluation
- Teaching is delivered in ways that are accessible to all pupils
- Clear information is provided for parents/guardians on the subject content and right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and governors monitor this policy on a regular basis. Parents are consulted on this policy and have the opportunity to express their views. Governors require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Governors can analyze materials to check they are in accordance with the school’s ethos and values framework, and to meet safeguarding obligations.



Policy dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from school on request from parents/carers.

Policy review

This policy is reviewed annually.

	Signed headteacher	Signed chair of governors
Date of review: June 2024		
Date of next review:		