WHITINGS HILL PRIMARY SCHOOL

Primary PSHE (Personal, Social, Health and Economic Education) Policy including Relationships and Sex Education (RSE)

Approved: June 2025

Review: June 2027

1. Legal framework

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND and Inclusion Policy
- Equalities Policy
- Online safety Policy

2. Compliance with Statutory Guidance

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

2.1 **Relationships Education** is compulsory in all Primary Schools – this includes academies, free schools and independent schools

2.2 **Health Education** is compulsory in all Primary and Secondary Schools – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

2.3 **Sharing information with parents** will be proportionate and in line with the copyright agreements set out by KAPOW.

2.4 In addition to statutory requirements, 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 the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

3. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships and Sex Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships and Sex Education, Health Education and Living in the Wider World
- Our definitions for Relationships and Sex Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

4. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and

balanced life-skills PSHE curriculum, through our three strands of Relationships and Sex Education, Health Education and Living in the Wider World (refer to Section 8), is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

5. Definitions for Relationships Education and Health Education

5.1 **Relationships Education:**
"Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future."

5.2 **Health Education:**
"Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future."

6. Organisation of PSHE

6.1 Pupils will be taught whole class, in small groups and one to one where needed (refer to 8.6).

6.2 PSHE and RSE will be delivered predominantly by the Class Teacher, but there are times during the programme when learning is complemented by external visiting speakers, for example a specialist sex education nurse, a financial organisation such as a bank, human

rights organisations, or others. It is important to note that where outside visitors help to deliver PSHE, and in particular RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

6.3 We teach PSHE through discreet lessons but also through our assemblies and themed weeks. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

7. Content of PSHE Curriculum

We deliver our comprehensive PSHE curriculum under the 3 areas

- Relationships Education
- Health Education
- Living in the Wider World

7.1 **Statutory content**:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

7.2 **Non-Statutory Content**:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

Sex Education *(Year 6 Only)*

- Lessons on Sex Education in Year 6 (refer to section 9)

8. Approaches for Delivering Effective PSHE

8.1 Creating a Safe and Supportive Learning Environment

- PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

8.2 Confidentiality

- In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.
- The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that pupils' best interests will be maintained. Children will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. Children are encouraged to talk to their parents or carers and are provided with support to do so.
- The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

8.3 A Range of Learning Approaches

- Active and interactive engagement is most effective in PSHE. In every section of the course, a variety of teaching and learning styles are used, including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits by theatre groups.

8.4 **Relevant resources**

- Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

8.5 **Use of External Organisations**

- We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.
- We work in partnership with all external organisations to ensure that the activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

8.6 **Groupings**

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one to one sessions in line with the Kapow online curriculum.8.7 **Responding to Pupils' Questions**

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. These may be addressed in group activities, or on a one-to-one basis, as appropriate.

8.8 **Meeting the Needs of SEND Pupils**

- PSHE lessons need to be accessible to all pupils, including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying, which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

8.9 **Curriculum overview for delivering PSHE and RSE through KAPOW**

- It was decided in July 2023 that the school would use the online resources from KAPOW
- Overview of themes Primary Age Range:

EYFS (RECEPTION) UNITS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Self-regulation: my feelings Building relationships: special relationships Managing self: taking on challenges Self-regulation: listening and following instructions Building relationships: my family and friends	Y1 Introduction: Setting ground rules for RSE & PSHE Y1 Family and relationships Y1 Health and wellbeing Y1 Safety and the changing body Y1 Citizenship Y1 Economic wellbeing Y1 Transition lesson	Y2 Introduction: Setting ground rules for RSE & PSHE lessons **Y2 Families and relationships** Y2 Health and wellbeing Y2 Safety and the changing body Y2 Citizenship Y2 Economic wellbeing	Y3 Introduction: Setting ground rules for RSE & PSHE lessons Y3 Family and relationships Y3 Health and wellbeing **Y3 Safety and the changing body** Y3 Citizenship Y3 Economic wellbeing	Y4 Introduction: Setting ground rules for RSE & PSHE lessons Y4 Families and relationships Y4 Health and wellbeing Y4 Safety and the changing body Y4 Citizenship Y4 Economic wellbeing	Y5 Introduction: Setting ground rules for RSE & PSHE lessons Y5 Families and relationships Y5 Health and wellbeing Y5 Safety and the changing body Y5 Citizenship Y5 Economic wellbeing	Y6 Introduction: Setting ground rules for RSE & PSHE lessons Y6 Family and relationships Y6 Health and wellbeing Y6 Safety and the changing body (Sex Education) Y6 Citizenship Y6 Economic wellbeing Y6 Identity

Managing self: my wellbeing		Year 2: Transition lesson	Year 3: Transition lesson	Year 4: Transition lesson	Year 5: Transition lesson	Year 6: Transition lesson

9. Specific Issues Related to Sex Education

9.1 **DfE Sex Education Recommendation**

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (refer to section 7.1), we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made, in line with the KAPOW scheme of learning for RSE and PSHE. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships.

9.2 **Definition of Sex Education**

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

9.3 **Engaging Parents/Carers and the Right to Withdraw from Sex Education**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. We consult with parents through questionnaires and surveys, meetings, training sessions, letters and newsletters. Parents are encouraged to provide their views at any time by organising a meeting with the head teacher/PSHE and RSE leader or by emailing: parent@whitingshill.barnet.sch.uk.

Parents are invited to read the PSHE and RSE policy, including specific references to our additional Relationships and Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including with sexual matters, and as such we do our best to understand any religious or cultural views which may affect the Sex Education parents wish for their children to receive. We always carefully consider any request that compromises our equal opportunities policy, which helps to reinforce our partnership with parents, who are kept informed of the programme's content.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in section 7.1. In accordance with this, it should be made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6.

If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the headteacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

9.4 **Answering Pupils' Sex Education Questions**

We encourage curiosity in children, as it is an important part of their learning. We know that children ask questions related to sex education, both in and outside of lessons and children who are withdrawn from a lesson may also ask a question, in relation to sex

education, outside of lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding, due to the nature of a question, we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

10. An Inclusive Approach through a Moral and Values Framework

As an inclusive school, we value difference and diversity within our school community and the wider world. As such, PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBTQI+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs; the personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children, based on their different home circumstances, when teaching about the importance of marriage or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to make decisions about relationships, health and living in the wider world, based on the values they develop.

11. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained – this is part of the content and is an ongoing process. The views of pupils, staff

and parents will be sought and taken into account as the programme develops and changes.

- Recommending targets for whole school development

12. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD or external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

13. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

Appendix 1

Parent Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 2: Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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

By the end of primary school, pupils will know:

- 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. The age and development of pupils is always considered when delivering sex education.