

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



PSHEE Policy

(incorporating Relationships, Sex and Health Education)

Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

“Together we are great”

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God’s Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is: ‘to treat others as you would like to be treated’.

PSHEE is taught as part of a broad and balanced curriculum, which will enable each and every child to develop confidently to the very best of their ability. Our curriculum promotes the spiritual, cultural, intellectual, moral, mental, physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

Policy

This policy outlines how, under the banner of “PSHEE”, relationships, health, wellbeing and sex education is taught in school. Through our teaching, we aim to support our pupils and equip them with the knowledge and skills to manage issues that arise in their lives and in society.

This policy forms part of our whole school curriculum and has strong links to other policies, for example, Science (through which some areas of human biology are taught), Safeguarding, ICT, PE, SMSC and Behaviour.

It is compulsory for all state-funded primary schools to teach Relationships Education and Health Education (Department for Education - Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, updated September 2021– DfE) and our programme of teaching complies with this guidance. Sex Education is not compulsory in primary schools however, in line with the Department for Education’s recommendation, it is our intention to teach a Sex Education programme which is tailored to the age and maturity of our pupils.

Curriculum Aims

Our teaching incorporates the government’s Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (DfE February 2019, updated September 2021). It also includes additional content, for example, Living in the Wider World which we believe is important for pupils to gain a wider knowledge and understanding of topics that are relevant to everyday living.

Below is a summary of the four key elements taught across Key Stage 1 and Key Stage 2.

Relationships Education refers to the fundamental building blocks and characteristics of positive relationships. It begins by looking at friendships, families and other people who can support us. It looks at how we want to be treated and how we should treat others, for example, kindness, respect, honesty and truthfulness, appropriate and inappropriate behaviour. It encompasses online safety, which is also taught through Computing. It supports the development of characteristics such as resilience and perseverance and positive emotional and mental wellbeing. It also focuses on boundaries and privacy and that children have rights over their own body.

Health Education supports the understanding of good physical health and mental wellbeing, including self-esteem. It aims to support pupils to make good decisions about their own health and wellbeing and how to seek support if necessary. It promotes strategies to develop resilience and perseverance and respond appropriately to challenges.

Sex Education prepares pupils for the physical and emotional changes that happen to their bodies, including puberty, and teaches them about life cycles including the human lifecycle. We know that parents and carers are the key people in teaching their children about sex, relationships and growing up and our aim is to complement and support the role of parents/carer as sex educators.

Living in the Wider World enables pupils to develop a wider understanding of issues and topics appropriate for everyday living, including looking after the environment, finances and media influences.

Programme of Study

An outline of topics taught in Key Stage 1 and 2 is attached as Appendix 1. We use a thematic approach which expands key concepts, increases knowledge and understanding, and rehearses and develops key skills needed in life. However, every cohort are at different stages developmentally and teaching will be adjusted to meet their particular needs.

In Reception Class, learning is linked to the prime area of Personal, Social and Emotional Development in the Early Years Foundation Stage. Children explore topics such as feelings, behaviour and rules. They have opportunities to play and work cooperatively, taking turns with others and form positive relationships with adults and other children.

Teaching British Values

It is a requirement that all schools promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. British values are taught across the curriculum including in PSHEE and RE. Staff also tailor teaching to take into account current events and topic work.

British Values in School Life

British values are embedded in the wider learning offered by the school and in our day-to-day school life. Examples of these include:

Democracy –Key Stage 1 and 2 classes vote for their School Council representatives and have a “voice” in school life.

Rule of Law –Class rules are agreed at the start of the term and expectations/sanctions are made clear. The importance of laws in society to govern and protect us and their importance to our wellbeing and safety is also emphasised.

Individual Liberties – A supportive environment is provided to enable pupils to make informed choices. Pupils are taught that with rights come responsibilities both to themselves and to others. Pupils also have a wide range of extra-curricular activities to choose to join.

Mutual Respect – Our school values and Christian ethos has mutual respect at its core. Pupils learn that they are responsible for their own behaviour and that their actions can affect others. All members of the school community treat each other with respect.

Tolerance of those with different faiths and beliefs – Diversity is promoted through the celebrations of different faiths and cultures. Religious Education lessons and PSHEE lessons reinforce messages of tolerance and respect for others. Pupils visit places of worship that are important to different faiths.

Prevent Strategy

In line with the Government’s Prevent Strategy, we will actively challenge pupils, staff, visitors or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views. Any concerns will be raised with the Head Teacher or another member of the Senior Management Team, as appropriate, for further investigation before appropriate action is taken.

Organisation

PSHEE will be delivered through planned lessons and additional teaching will take place dependant on the needs of the cohort. Teachers will give an overview of what will be taught during the year at the “Meet the Teacher Meeting” and the class newsletter and the topic web (see also the section on science) will highlight the areas for each particular term. Pupils will be taught in mixed gender groups except for some specific units when girls and boys will be taught separately.

Resources

The resources used for teaching PSHEE are produced for schools by educational publishers and are regularly reviewed with regard to content and suitability for the age and maturity of the pupils and are chosen, with sensitivity, to the needs of each cohort. Parents are welcome to view these materials and may borrow certain items from school to support sex education of their children at home.

Delivery

Class teachers are responsible for delivering high quality and age-appropriate lessons to their classes. They will use a variety of teaching strategies and carefully sourced resources to enable pupils to develop confidence in talking, listening and thinking about PSHEE and the confidence to know how and when to ask for help. These include:

- Establishing ground rules
- Using ‘distancing’ techniques
- Discussion
- Reflection

The school recognises that teachers may need training and support in order to deliver these lessons effectively. This will take the form of team teaching and visits from outside services.

From time to time, appropriate and suitably experienced and/or knowledgeable members of the wider community may be invited to contribute to the programme. They must abide by the school’s PSHEE and Child Protection Policy and the instructions of the Headteacher at all times. However, when in their

professional role (such as a school nurse in consultation with an individual pupil), health professionals should follow their own professional code of conduct. Visitors will be asked to show staff any lesson plan or resources that they intend to use to ensure they meet the needs of the class.

Equal opportunities and inclusion

The school is committed to the provision of PSHEE for all its pupils. We aim to meet the needs of all our pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. Equal time and provision will be allocated to all groups. Pupils with special educational or other specific needs or who may potentially be at risk, may need extra support or special arrangements. It is the responsibility of the class teacher to organise this in consultation with the SENCO with support from outside agencies as appropriate. The religious background of pupils, where known, will be taken into account when planning teaching to ensure content is appropriately handled.

Monitoring and evaluation

The co-ordinator oversees the implementation and delivery of PSHEE teaching. They offer their expertise and guidance to other staff members and, where appropriate, lead staff training. The subject co-ordinator is also responsible for ordering any resources required.

Assessment and Record Keeping

Assessment is regarded as an integral part of teaching and learning and is a continuous process so that appropriate teaching strategies can be used. It is the responsibility of the class teacher to assess all pupils in their class, but peer and self-assessment are also equally important. In the Early Years Foundation Stage, assessments and observations of the children's skills and understanding are made. The children are assessed against the Early Learning Goals at the end of the Reception year. In KS1 and KS2, termly MME assessments are completed by class teachers. These are shared with the SMT and collated by the Subject Leader who oversees the subject's progression throughout the school. Data is inputted into a termly subject monitoring sheet to ensure any issues are identified promptly and tracked over time.

Parental right to withdrawal from Sex Education

We strongly believe that it is important for all our pupils to take part in age-appropriate sex education lessons. However, parents/carers have the right to withdraw their child from all or part of our programme for teaching sex education at school except for the biological aspects taught as part of the science curriculum. Children may not be withdrawn from other elements of PHSHE.

If parents are considering withdrawing their child, they should, in the first instance, meet with the class teacher to discuss the teaching and resources for the year group. If they still wish to withdraw their child, a meeting should be arranged with the Headteacher to talk about the school's policy and discuss their concerns. If parents/carers still wish for their child to be withdrawn from RSE, then they may exercise this right by notifying the Headteacher in writing. The pupil will be placed in another class where suitable work and provision will be provided. Parents will be given an outline of what is going to be taught in the lessons and suggestions for possible resources to enable them to undertake this teaching at home.

Dealing with sensitive issues

We believe our PSHEE programme should meet the needs of all pupils regardless of their developing sexuality. Teachers will aim to deal honestly and sensitively with such issues and there will be no direct promotion of sexual orientation or gender.

The following list of protocols has been drawn up to help clarify appropriate behaviour when dealing with issues of a sensitive nature:

- No-one (teacher or pupil) should be required to answer a personal question
- No-one will be forced to take part in discussion
- Pupils will be encouraged to use the correct names for body parts
- Meanings of words will be explained in a clear and factual way
- Teachers should use their discretion in responding to questions and may tell a pupil that the appropriate person to answer a question is the parent

Safeguarding, disclosures and confidentiality

Teachers should not offer or guarantee pupils absolute confidentiality. They should be aware that effective PSHEE, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue. If a member of staff suspects that a child is at risk, they should report their concerns to the designated safeguarding lead in accordance with the school's policy on this matter.

Other related policies and documents include the Safeguarding policy, Anti-Bullying policy, Drug and Substance Misuse policy, Confidentiality policy and Promoting Race Equality document.

Evaluation, Review and Revision

This policy was written in October 2024 and is a working document which provides information and guidance on all aspects of PSHEE for staff, parents/carers and governors. It will be reviewed in October 2027 and then every three years after that. It will, however, be reviewed before if it is felt appropriate. It was drawn up in consultation with the Headteacher, members of the teaching staff and members of the Governing Body.

Signed: <i>A. Sargent</i> Headteacher	Date: November 2024
Signed: <i>N. Patten</i> On behalf of the Governing Body	Date: November 2024
Next Review Date: October 2027	

Appendix 1

PSHEE Programme of Study

	Autumn Term	Spring Term	Summer Term	
EYFS	Settling into school. Establishing friendships and building constructive and respectful relationships. Managing own personal needs. Developing good listening and learning behaviours, including following instructions.	Identify own feelings. How to express feelings appropriately and consider the feelings of others. Keeping healthy and safe: medicines, suncream, hygiene.	Keeping healthy including food choices. Value own strengths and begin to set goals. Importance of showing resilience in the face of challenge.	Growing and Changing including the life cycle of a human. Comparing what a baby can do and what a 5 year old can do.
	Relationships	Health and Well-being	Living in the Wider World*	Sex and Relationship Education
Y1	Roles of different people; families; feeling cared for. Recognising privacy; staying safe, seeking permission. How behaviour affects others; being polite and respectful.	Keeping healthy; food and exercise, hygiene routines; sun safety. Recognising what makes them unique and special; feelings; managing when things go wrong. How rules and age restrictions help us; keeping safe online*.	What rules are; caring for others' needs; looking after the environment. Strengths and interests; jobs in the community.	Differences (male and female animals). Life Cycles - butterfly, plants. Growing Up baby/adult animals, family trees.
Y2	Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Safety in different environments; risk and safety at home; emergencies.	Belonging to a group; roles and responsibilities; being the same and different in the community. What money is; needs and wants; looking after money.	Differences girls/boys, naming body parts including external genitalia. Growing Up.
Y3	What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Health choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks. Risks and	The value or rules and laws; rights, freedoms and responsibilities. Different jobs and skills; job stereotypes; setting personal goals.	Differences - revisit body parts. Life cycles of humans and animals. Changes feelings, making choices.

	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	hazards; safety in the local environment and unfamiliar places.		
Y4	Positive friendships (including online*). Responding to hurtful behaviour; managing confidentiality; recognising risks online*. Respecting differences and similarities; discussing difference sensitively.	Maintaining a balanced lifestyle; oral hygiene and dental care. Medicines and household products; drugs common to everyday life.	What makes a community; shared responsibility. Making decisions about money; using and keeping money safe.	Physical and emotional changes in puberty. Periods - what do you know? (girls only). Revisit body parts.
Y5	Managing friendships and peer influence. Physical contact and feeling safe. Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. Personal identify; recognising individuality and different qualities; mental wellbeing. Keeping safe in different situation including responding in emergencies and first aid.	Protecting the environment; compassion towards others. How information online is targeted; different media types, their role and impact. Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Human life cycle. Healthy mum and healthy baby. Changes - hygiene. Growing up - relationships and responsibilities of puberty. Baby's growth in the womb.
Y6	Healthy relationships; civil partnerships and marriage. Recognising and managing pressures; consent in different situations. Expressing opinions and respecting other points of view including discussing topical issues.	What affects mental health and ways to take care of it; managing change, loss and bereavement. Managing time online. Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online*. Influences and attitudes to money; money and financial risks.	Human life cycle - How babies are made/born. Changes - puberty (including menstruation and the production of sperm). Growing up, relationships and responsibilities of puberty. Exploration of how sex is portrayed in the media and how it can affect how people feel.

(* internet safety, including how data is shared and used, will be covered within Computing)