



# Personal Social Health Economic Education (PSHE) Policy

(Including Relationships Education and Health Education)

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Governing body signature:	

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## Statement of intent

Guidance produced by the DfE (2019) stated that '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. This is why they have made Relationships Education **compulsory** in all primary schools in England as well as making Health Education **compulsory** in all state-funded schools.'

Our approach to PSHE (Personal, Social, Health, Economic Education) is a teaching and learning programme which includes the statutory RHE (Relationships and Health Education) curriculum and has a strong focus on emotional and mental health and wellbeing. We believe that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school. We, like parents and carers, want children to be safe, healthy and happy. We will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and we must fulfil their statutory duties.

At William Reynolds Primary School, we take our responsibility to prepare children for life in modern Britain very seriously. We ensure that the fundamental **British Values** and **Protected Characteristics** are introduced, discussed and lived out through the ethos of our school. These values are taught explicitly through **Personal, Social, Health and Economic Education (PSHE)**, **Spiritual, Moral, Social & Cultural Education (SMSC)**, **Religious Education (RE)**, **Global Awareness Days** and **school assemblies**.

## **1. Legal framework**

- 1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
- Section 80A of the Education Act 2002
  - Children and Social Work Act 2017
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Equality Act 2010
  - DfE (2021) 'Keeping children safe in education' (KCSIE)
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2013) 'Science programmes of study: key stages 1 and 2'
- 1.2. This policy operates in conjunction with the following school policies:
- Behaviour Policy
  - Anti-bullying Policy
  - Peer On Peer Abuse Policy
  - Child Protection and Safeguarding Policy
  - Social Networking Policy
  - Attendance Policy
  - Nurture Group Policy
  - Wellbeing Policy

## **Key roles and responsibilities**

### **2.1. The governing board is responsible for:**

- the implementation of the school's PSHE Policy.
- ensuring the curriculum is well led, effectively managed and well planned.
- ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- providing clear information for parents on subject content
- evaluating the quality of provision through regular and effective self-evaluation.
- making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

### **2.2. The head teacher is responsible for:**

- the overall implementation of this policy.
- ensuring staff are suitably trained to deliver the subjects.

- ensuring that parents are fully informed of this policy and handling complaints regarding this policy.
- reporting to the governing board on the effectiveness of this policy.

### **2.3. The subject leader is responsible for:**

- overseeing the delivery of the subject.
- ensuring the subjects are age-appropriate and high-quality.
- ensuring teachers are provided with adequate resources to support teaching of the subjects.
- ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- ensuring PSHE is inclusive and accessible for all pupils.
- monitoring and evaluating the effectiveness of the subject and providing reports to the head teacher.
- using feedback from monitoring to develop an action plan for PSHE with realistic and developmental targets
- attending relevant courses and network meetings
- promoting PSHE throughout the school e.g. organising Anti-bullying week during the Autumn term
- reviewing this policy on an **annual** basis.

### **2.4. All teachers are responsible for:**

- delivering high-quality and age-appropriate PSHE in line with statutory requirements.
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- modelling positive attitudes to relationships and health education.
- responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- working with the subject leader to evaluate the quality of provision.

### **2.5. The SENDCO is responsible for:**

- advising teaching staff how best to identify and support pupils' individual needs.
- advising staff on the use of TAs in order to meet pupils' individual needs.

## **3. Aims of the PSHE Curriculum**

### **3.1. Pupils will:**

- understand what constitutes a healthy lifestyle.
- understand how to stay safe and behave online.

- understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- understand the law and consequences of risky behaviours.
- develop responsibility and independence within school which they will take forward into society in their working lives.
- respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- understand what constitutes 'socially acceptable' behaviour at school and in society.
- be a constructive member of society.
- understand democracy.
- develop good relationships with peers and adults.
- develop self-confidence, self-esteem and self-worth.
- make positive, informed choices as they make their way through life.
- understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

#### 4. Organisation of the curriculum

- 4.1. Every primary school is required to deliver statutory relationships education and health education as part of the PSHE curriculum.
- 4.2. PSHE provides children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.
- 4.3. Throughout the school, children will learn all about communities, rules and laws. Citizenship teaches children about human rights, shared responsibilities and global issues such as climate change.
- 4.4. For the purpose of this policy, "**relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 4.5. For the purpose of this policy, "**health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 4.6. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

- 4.7. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).
- 4.8. The curriculum is organised into three categories:
- **Autumn Term - Relationships.** Children are taught about friendships and families, safe relationships (including online) and respecting ourselves and others. They will learn about dealing with pressure, permission and respect.
  - **Spring Term - Living in the Wider World.** During this term, children are taught about belonging to a community, media literacy and money and work. They will be taught about the importance belonging to a community and who can help them, how to be safe on the internet and how being safe with money is vital as they get older.
  - **Summer Term - Health and Wellbeing.** Children will be taught about physical health and mental wellbeing. They will learn the basics of good hygiene and how having a healthy mind is as important as a healthy body. *Growing and changing* will teach the children about the changes that will happen to them physically and emotionally as they grow. This will include looking at their strengths, understanding puberty and reproduction and about transitioning through school. Finally, they will be taught about keeping safe. This includes online and in their local community and at home.
- 4.9. The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.
- 4.10. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 4.11. We consult with parents, pupils and staff in the following ways:
- Questionnaires
  - Meetings
  - Training sessions e.g. Sleep Champion
  - Newsletters and leaflets
- 4.12. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the head teacher or subject leader
  - Emailing [william.reynoldspri@taw.org.uk](mailto:william.reynoldspri@taw.org.uk)

- Submitting written feedback

4.13. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.



## 5. PSHE overview

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn: Relationships	<b>Families and Friendships</b>	<p>Development Matters 3-4 year olds</p> <p>To show more confidence in new social situations</p> <p>To play with one or more other children, extending and elaborating play ideas find solutions to conflicts and rivalries</p> <p>To talk with others to solve conflicts</p>	<p>EL6- Building Relationships</p> <p>To work and play cooperatively and take turns with others</p> <p>To form positive attachments to adults and friendships with peers</p> <p>To show sensitivity to their own and to others' needs</p> <p>Development Matters Reception</p> <p>To see themselves as a valuable individual</p>	<p>To learn about the special people in our lives and how we care for one another</p> <p>To describe the different ways special people care for us and to recognise how we can care for them in return</p> <p>To understand that all families are different and consist of various family members.</p>	<p>To understand how to be a good friend</p> <p>To understand strategies for positive play with friends</p>	<p>To recognise and respect that there are different types of families</p> <p>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>To identify if/when something in a family might make someone upset or worried</p>	<p>To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>To find strategies to build positive friendships</p> <p>To understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone you don't know</p>	<p>To find strategies to help someone feel included</p> <p>To understand peer pressure and strategies to manage it</p> <p>To develop strategies to positively resolve disputes and reconcile differences in friendships</p>	<p>To learn about the qualities of healthy relationships</p> <p>To understand that people who love each other can be any gender, ethnicity or faith</p> <p>To understand that people have the right to choose whom they marry or whether to get married</p>	
	<b>Safe Relationships</b>	<p>Development Matters 3-4 year olds</p> <p>To become more outgoing with unfamiliar people, in the safe context of their setting</p>	<p>To build constructive and respectful relationships</p> <p>To express their feelings and consider the feelings of others</p>	<p>To know what it means to keep something private, including parts of the body that are private</p> <p>To identify different types of touch and how they make people feel and how to respond if being touched makes you feel uncomfortable or unsafe</p> <p>To understand what kind and unkind behaviour means in and out of school</p>	<p>To understand how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if I feel unsafe or worried and what vocabulary to use</p> <p>To recognise hurtful behaviour and who to tell if is experienced</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>To understand how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>To know what is appropriate to share with friends, classmates, family and wider social groups, including online</p> <p>To know about what privacy and personal boundaries are, including online</p> <p>To know basic strategies to help keep yourself safe online</p>	<p>To know what to do or who to tell if you are worried about any contact online</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage pressures associated with dares</p>	<p>To know how it feels in a person's mind and body when they are uncomfortable</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>To know how to respond to unwanted or unacceptable physical contact</p>	<p>To know how to get advice and report concerns about personal safety, including online</p> <p>To know how to assess the risk of different online 'challenges' and 'dares'</p> <p>To find strategies to respond to pressure from friends including online</p> <p>To compare the features of a healthy and unhealthy friendship</p> <p>To know how to get advice and report concerns about personal safety, including online</p> <p>To understand what consent means and how to not give permission in different situations</p>
	<b>Respecting ourselves and others</b>	<p>Development Matters 3-4 year olds</p> <p>To develop appropriate ways of being assertive</p>		<p>To understand how kind and unkind behaviour can make people feel</p> <p>To learn about what respect means</p> <p>To be polite and respectful</p>	<p>To understand how friends can have both similarities and differences</p> <p>To understand how to share your ideas and listen to others, take part in discussions, and give reasons for your views</p>	<p>To understand how friends can have both similarities and differences</p> <p>To understand how to share your ideas and listen to others, take part in discussions, and give reasons for your views</p>	<p>To understand that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved</p> <p>To recognise and model respectful behaviours</p> <p>To understand what it means to treat others, and be treated, politely and with respect</p>	<p>To understand when it is right to keep or break a confidence or share a secret</p> <p>To understand the importance of respecting the differences and similarities between people</p> <p>To recognise differences between people and respect those differences</p>	<p>To recognise that everyone should be treated equally</p> <p>To understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>To know about the link between values and behaviour and how to be a positive role model</p> <p>To know how to discuss issues respectfully and how to listen to and respect other points of view</p> <p>To know how to constructively challenge points of view they disagree with, including online</p>

<p><b>Belonging to a Community</b></p>	<p>Development Matters 3-4 year olds</p> <p>To develop their sense of responsibility and membership of a community</p> <p>To increasingly follow rules, understanding why they are important</p> <p>To remember rules without needing an adult to remind them</p>	<p>EL6+ Self-Regulation</p> <p>To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>EL6+ Managing Self</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>To understand why we have different rules to follow in different situations.</p> <p>To understand that different people have different needs</p> <p>To understand that we care for people, animals and other living things in different ways.</p> <p>To understand how we can help to look after the environment.</p>	<p>To understand about being a part of different groups, and the roles involved</p> <p>To learn about different rights and responsibilities that we have in school and the wider community</p> <p>To understand how a community can help people from different groups feel included</p>	<p>To discuss the reasons for rules and laws in wider society</p> <p>To understand the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>To understand what human rights are and how they protect people</p> <p>To identify basic examples of human rights including the rights of children</p> <p>To understand that we have rights and also responsibilities and that with every right there is also a responsibility</p>	<p>To recognise that we belong to different communities.</p> <p>To understand that different individuals and groups help the local community.</p> <p>To understand how to show compassion towards others in need and the shared responsibilities if caring for them.</p>	<p>To understand the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>To understand how to show compassion for the environment, animals and other living things</p> <p>To express their own opinions about their responsibility towards the environment</p>	<p>To differentiate between prejudice and discrimination</p> <p>To find strategies to safely respond to and challenge discrimination</p> <p>To understand how stereotypes are perpetuated and how to challenge this</p>
<p><b>Media Literacy and Digital Resilience</b></p>			<p>To understand how and why people use the internet</p> <p>To understand the benefits of using the internet and digital devices</p> <p>To understand how we can communicate safely online</p> <p>To know about the benefits of rationing time spent online</p>	<p>To understand the ways in which people can access the internet</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To understand that information online might not always be true</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices</p>	<p>To recognise the reliability of things online</p> <p>To evaluate what is age appropriate and how to make safe, reliable choices online.</p> <p>To know how to report something seen or experienced online that is a concern</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own mental and physical wellbeing</p>	<p>To understand that everything shared online has a digital footprint and that organisations can use personal information to encourage people to buy things</p> <p>To understand how data is shared and used</p> <p>To recognise what online adverts look like</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>To identify different types of media, their different purposes and how they target their audience</p> <p>To know some basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>To recognise unsafe or suspicious content online</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>To understand how and why images online might be manipulated, altered, or faked</p> <p>To understand how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>To know how to recognise what is appropriate to share online</p> <p>To know how to report inappropriate online content or contact</p> <p>To understand the reasons why some media and online content is not appropriate for children</p>
<p><b>Money and Work</b></p>			<p>To know about different jobs and the work people do</p> <p>To understand that everyone has different strengths</p> <p>To know about how different strengths and interests are needed to do different jobs.</p> <p>To know about people whose job it is to help us in the community.</p>	<p>To know what money is and its different forms and ways for paying for things.</p> <p>To understand how money can be kept and looked after</p> <p>To know how to recognise the difference between needs and wants</p> <p>To know how people make choices about spending money, including thinking about needs and wants</p>	<p>To understand and challenge stereotypes related to work.</p> <p>To know about some of the skills needed to do a job</p> <p>To set achievable goals</p>	<p>To understand how people make different spending decisions based on their budget, values and needs</p> <p>To know how to keep track of money and why it is important to know how much is being spent</p> <p>To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>To understand that how people spend money can have positive or negative effects on others</p>	<p>To identify the types of jobs we could do in the future</p> <p>To know about stereotyping in the workplace, its impact and how to challenge it</p> <p>To know that there are a variety of routes into work</p>	<p>To learn about common risks, including those associated with money</p> <p>To understand how money can be gained or lost</p>

<p><b>Physical Health and Mental Wellbeing</b></p>	<p><b>Development Matters</b> 3-4 year olds</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>To understand gradually how others might be feeling</p> <p>To be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>To make healthy choices about food, drink, activity and toothbrushing</p>	<p><b>ELG: Self-Regulation</b></p> <p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p><b>ELG: Managing Self</b></p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><b>Development Matters Reception</b></p> <p>To show resilience and perseverance in the face of challenge</p> <p>To identify and moderate their own feelings socially and emotionally</p> <p>To think about the perspectives of others</p> <p>To manage their own needs and personal hygiene</p> <p>To know and talk about the different factors that support their overall health and wellbeing including: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine and being a safe pedestrian</p>	<p>To understand ways to take care of ourselves on a daily basis</p> <p>To know about healthy and unhealthy foods.</p> <p>To know about physical activity and how it keeps people healthy</p> <p>To know how to keep safe in the sun</p>	<p>To understand why sleep and rest are important for growing and keeping healthy</p> <p>To understand the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement</p> <p>To know when and how to ask for help, and how to help others, with their feelings</p>	<p>To identify healthy and unhealthy choices, including sleep</p> <p>To understand the choices that people make in daily life that can affect their health</p> <p>To understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>To know that regular exercise has positive benefits for mental and physical health</p> <p>To find strategies to identify and talk about feelings</p> <p>To know about some of the different ways people express feelings</p>	<p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally, including not feeling isolated or lonely</p> <p>To understand that common illnesses can be quickly and easily treated with the right care.</p> <p>To know how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>To understand how sleep contributes to a healthy lifestyle</p> <p>To know some healthy sleep strategies and how to maintain them</p> <p>To know about the benefits of being outdoors and in the sun for physical and mental health</p> <p>To know how to manage risk in relation to sun exposure</p> <p>To understand that some diseases can be prevented by vaccinations and immunisations</p> <p>To know how we can prevent the spread of bacteria and viruses with everyday hygiene routines</p>	<p>To understand that mental health is just as important as physical health and that both need looking after and how to access support if needed</p> <p>To understand that there are positive strategies for managing feelings</p> <p>To know about the process of grieving and how grief can be expressed</p> <p>To know about strategies that can help someone cope with the feelings associated with change or loss</p> <p>To know what to do and whom to tell if they are frightened or worried about something they have seen online</p>
<p><b>Growing and Changing</b></p>	<p><b>Development Matters</b> 3-4 year olds</p> <p>To select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them</p>	<p><b>ELG: Self-Regulation</b></p> <p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p><b>ELG: Managing Self</b></p> <p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To recognise how we are the same and different to others</p> <p>To know how to manage and who to tell when things are difficult or go wrong</p> <p>To recognise feelings in ourselves and others</p> <p>To know how feelings can affect how people behave</p>	<p>To know about the human life cycle and how people grow from young to old</p> <p>To understand how our needs and bodies change as we grow up</p> <p>To identify and name the main parts of the body including external genitalia</p> <p>To prepare to move to a new class and setting goals for next year</p>	<p>To recognise that everyone is an individual and has unique and valuable contributions to make</p> <p>To recognise how strengths and interests form part of a person's identity</p> <p>To know how to identify our own personal strengths and interests and what we're proud of (in school, out of school)</p> <p>To recognise common challenges to self -worth</p> <p>To know basic strategies to manage and reframe setbacks</p>	<p>To know about the physical and emotional changes during puberty</p> <p>To use scientific vocabulary for external male and female body parts/genitalia</p> <p>To understand key facts about puberty for boys and girls</p> <p>To understand the importance of personal hygiene routines during puberty</p> <p>To know how to discuss the challenges of puberty with a trusted adult</p> <p>To how to get information, help and advice about puberty</p>	<p>To know that for some people their gender identity does not correspond with their biological sex</p> <p>To know what makes us mentally healthy</p> <p>To know how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>To know how to recognise, respect and express our individuality and personal qualities</p> <p>To learn about menstrual wellbeing, including key facts about menstrual wellbeing (to be taught in Science).</p>	<p>To know about the transition to secondary school and how this may affect their feelings</p> <p>To understand the physical and emotional changes that occur during puberty and how to manage these</p> <p>To know the key facts about puberty and the changing adolescent body</p> <p>To understand our new roles and responsibilities as we grow up</p> <p>To recognise early signs of physical illness, such as weight loss or unexplained changes to the body</p>

	<p><b>Keeping Safe</b></p>	<p><b>Development Matters 3-4 year olds</b></p> <p>To increasingly follow rules, understanding why they are important</p> <p>To remember rules without needing an adult to remind them</p>	<p><b>ELG- Managing Self</b></p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>To understand how rules can help us keep safe</p> <p>To understand why some things have age restrictions</p> <p>To know how to stay safe online</p> <p>To know who to tell if something online makes them feel unhappy, worried or scared</p>	<p>To know how to help keep themselves safe in familiar and unfamiliar environments</p> <p>To know how to recognise risk in everyday situations</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p>	<p>To know how to predict, assess and manage risk in everyday situations</p> <p>To know how to identify typical hazards</p> <p>To know about fire safety at home</p> <p>To know how to help keep ourselves safe in the local environment or unfamiliar places</p>	<p>To identify some of the risks associated with drugs common to everyday life</p> <p>To know that for some people using drugs can become a habit which is difficult to break</p> <p>To understand that drugs common to everyday life can affect health and wellbeing</p> <p>To know how to make a clear, efficient call to emergency services if necessary</p>	<p>To identify when situations are becoming risky, unsafe or an emergency</p> <p>To know how to deal with common injuries using basic first aid techniques</p> <p>To know how to make a clear, efficient call to emergency services if necessary</p>	<p>To know how to protect personal information online and to critically consider the risks associated with people they have never met</p> <p>To know about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>To understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>To know how to ask for help if they have concerns about drug use</p> <p>To know how to make a clear, efficient call to emergency services if necessary</p>
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## 6. Sex education

- 6.1. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, **we do not teach** pupils sex education beyond what is required in the science curriculum.
- 6.2. The National Curriculum for Science (also a compulsory subject) includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals which could include human beings.

## 7. Safeguarding, reports of abuse and confidentiality

- 7.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
  - Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
  - Sexting
  - Initiation/hazing type violence and rituals.
- 7.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
  - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 7.3. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

- 7.4. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 7.5. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

## **8. British Values**

### **Democracy:**

At William Reynolds Primary School, the children have many opportunities for their voices to be heard. We have a school council and wellbeing champions who meet regularly to discuss issues raised in school. Each year, voting takes place to elect the school councillors in a democratic process.

### **The rule of Law:**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand, and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make their own choices. Cultural capital opportunities are provided throughout their school life.

### **Mutual Respect:**

As a rights respecting school, mutual respect is at the heart of our school value - Honesty. Children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect.

### **Tolerance of those with different Faiths and Beliefs:**

Assemblies are regularly planned to explore stories and celebrations from a variety of faiths and cultures. Our RE and PSHE curriculum reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within

classes and the school. Children visit places of worship that are important to different faiths.

At William Reynolds we will actively challenge pupils, staff and parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## 9. SMSC

9.1. Provision for the **spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experience

9.2. Provision for the **moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

9.3. Provision for the **social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

9.4. Provision for the **cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## 10. Equality and accessibility

10.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their **protected characteristics**. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

10.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

10.3. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

10.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.



- 10.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 10.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 10.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.
- 10.8. The school understands that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated mental health lead to discuss this.

## 11. Curriculum links

- 11.1. The school seeks opportunities to draw links between PSHE and other curriculum subjects wherever possible to enhance pupils' learning.
- 11.2. PSHE 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.
  - **Citizenship** - pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

## 12. Withdrawing from the subject

- 12.1. Relationships and health education is statutory at primary and parents **do not** have the right to withdraw their child from the subject.

### **13. Monitoring quality**

- 13.1. The subject leader is responsible for monitoring the quality of teaching and learning for the subject.
- 13.2. The subject leader will conduct subject monitoring throughout the year which will include a mixture of the following:
  - Discussions with staff
  - Pupil voice with the children
  - Book scrutiny
  - Lesson planning scrutiny
- 13.3. The PSHE subject leader will work regularly and consistently with the headteacher and link governor to evaluate the effectiveness of the subjects and implement any changes.

### **14. Monitoring and review**

- 14.1. This policy will be reviewed on an annual basis by the relationships and health education subject leader and headteacher. The next scheduled review date for this policy is June 2023
- 14.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 14.3. The governing board is responsible for approving this policy.
- 14.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.