



**Personal, Social, Health and Economic  
Education**

**POLICY**

**(Including Statutory Relationship and Health Education)**

**September 2023**

### Policy for Personal, Social, Health and Economic Education.

This policy is a statement of the aims, principles and strategies for teaching the teaching of personal, social, health and economic Education (PSHE). It includes statutory relationship education objectives as well as statutory health education objectives, following DfE guidelines. In addition, this policy is informed by guidance from Hertfordshire County Council and The PSHE Association, in relation to the inclusion of important non-mandatory elements of PSHE, to ensure children receive a well-balanced and rounded PSHE curriculum.

### Definition of Personal, Social, Health and Economic Education.

Personal, social, health and economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future (*PSHE Association 2020*). The learning and experiences that take place during PSHE education help children to make informed decisions about how to stay safe, healthy, independent thinkers who can build positive relationships and contribute to their wider world. In addition to statutory relationship education and statutory health education, children will cover many non-statutory but important PSHE topics, within our 'Living in the Wider World' and 'Sex Education' core themes.

### Definition of Relationship Education

Relationships education in primary school will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will learn what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children learn how to treat each other with kindness, consideration and respect. Relationship education is a statutory requirement from September 2020.

### Definition of Health Education

Health education in primary school aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise health issues in themselves and others, and to seek support as early as possible when these issues arise. Health education is a statutory requirement from September 2020.

### Definition of Sex Education

For the purpose of this policy, sex education at Field Junior School is defined as the teaching of the process of intercourse and conception in the context of 'human reproduction'.

**For the purpose of this policy, references made to the 'Statutory Guidance for Relationship and Health Education' or the 'National Curriculum for Science', is in the context of KS2 and all statutory learning objectives are in bold.**

## PSHE Education at Field Junior School

At Field Junior School, we aim to cover the learning opportunities in PSHE under four core themes:

- Living in the Wider World
- **Relationships**
- **Health and Wellbeing**
- Sex Education

Within these four broad themes, many areas of learning may overlap and be of relevance to others. For example, keeping safe online will have relevant learning opportunities under more than one theme.

Our mission statement, 'A happy school where learning, achievement and respect are valued by all', underpins our whole school ethos and many aspects of PSHE embed in the everyday expectations and routines within our school community. All staff model courtesy, manners and respect so pupils learn the importance and value of these virtues.

As much as possible, cross-curricular topic links are utilised, to ensure PSHE is an integral part of our children's education and learning. Children explore many non-statutory elements of PSHE through a range of immersive experiences, such as themed assemblies, fundraising activities, year group timetabled activities and whole school focus sessions where applicable. In addition, we provide opportunities for children to explore cultural and national events through whole school celebration assemblies and themed weeks.

Children are educated within a nurturing environment where self-knowledge and self-esteem are developed. Children build an understanding that a positive, caring environment is essential in the development of positive self-image and that they are in charge of and responsible for their own bodies.

### Living in the Wider World.

In addition to the statutory relationship and health education objectives, children will cover many non-statutory but important objectives, within our 'Living in the Wider World' core theme. Children will develop a sense of social justice as well as moral responsibility and begin to understand that their own choices and behaviours can affect local, national or global issues. The British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs will be starting points for children to develop their skills of critical thinking, through a range of scenarios. Children have the opportunity to compare and contrast their opportunities and experiences with those of others. Children will explore the world of work through learning about different career options and learn important life skills such as money handling and saving through our economic wellbeing activities.

### **Statutory Relationships Education and Health Education**

Relationships and health education within PSHE becomes statutory from September 2020.

This policy sets out the objectives for the teaching of relationship and health education in order to:

Acknowledge the potential sensitivity of this area of development.

Give accurate and relevant information.

Promote respect.

Enable children to develop the ability to make informed choices.

Recognise the importance of equal opportunities.

### **Staff development and training**

Any teacher delivering aspects of relationships and health education will be offered advice and training in the form of whole staff inset training, external courses or reading materials. This will enable teachers to:

Build a climate of trust, confidence and sensitivity within the classroom.

Negotiate clear parameters for discussion and behaviour.

Deal with disclosure.

Understand procedures related to the teaching of relationships education at KS2.

Understand procedures related to the teaching of health and wellbeing at KS2.

Become familiar with the teaching resources available.

Develop subject knowledge.

New teachers are offered the option to deliver lessons alongside an experienced member of staff or with the PSHE co-ordinator's support.

### **Relationships and health education teaching will:**

Cover all content set out in the Department for Education statutory guidance for teaching relationship and health education at key stage 2.

Take place within a moral context.

Respect values and beliefs of all members of our community.

Be provided by teachers who are sensitive to the concerns and needs of pupils and their families.

Use appropriate and quality teaching resources.

Help to build children's self-esteem and self-confidence.

Be delivered within a whole-school approach – with clear progression across year groups.

Value pupil's confidentiality and will not involve pupils answering personal questions or revealing private situations.

Promote an understanding that information gained during relationships and health education lessons is used in a responsible way.

Recognise and respect varying levels of physical and emotional maturity.

**Our relationships education programme of study will ensure that, by the end of KS2, children know:**

### ***Families and People Who Care***

- The importance of family as a source of love, security and stability
- The characteristics of stable, caring relationships in a healthy family life
- That families, either in school or the wider world, sometimes look different from a child's own, but these families are characterised by love and care and differences should be respected
- How to recognise if family relationships are leading to feelings of unhappiness or feeling unsafe and how to seek advice or help
- That marriage represents a formal and legally recognised commitment between two people

### ***Caring Friendships***

- The importance of positive friendships in making us happy and secure
- Characteristics of positive friendships
- That healthy friendships are positive and do not make others feel lonely or excluded
- Conflict resolution strategies to repair and strengthen friendships positively
- How to recognise who to trust and not trust and how to judge when a friendship is leading to negative feelings

### ***Respectful Relationships***

- The importance of respecting others who are different from themselves (eg: physically, personality, background, belief, preferences or choices)
- The conventions of courtesy and manners
- The importance of self-respect and respect for others
- The impact of different types of bullying and its impact and how to get help
- What a stereotype is, how stereotypes are unfair
- The negative impact of discrimination

- The importance of permission-seeking and giving in relationships (friends, peers and adults)

### ***Online Relationships***

- The rules and principles of keeping safe online
- Respect for others online
- How information and data is shared and used online
- Awareness of risks associated with online contact with people they have never met

### ***Being Safe***

- Appropriate boundaries in friendships with peers and others (including digital context)
- The concept of privacy and implications in relation to keeping secrets when related to keeping safe
- That a person's body belongs to them. The differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults or others they may encounter (including online), whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help themselves or others, persistence until they are heard
- How to confidently report concerns or abuse, using clear vocabulary
- Where to get advice (family, school, outside agencies)

Our health education programme of study will ensure that, by the end of KS2, children know;

### ***Mental Wellbeing***

- That mental wellbeing is a normal part of daily life, like physical health
- That there are a range of emotions that all humans experience in different situations
- How to recognise and talk about these emotions and feelings
- To monitor their own feelings and whether they are behaving appropriately/proportionately
- The benefits of various activities on mental wellbeing and happiness
- Self-care techniques: rest, time with friends and family, hobbies and interests
- How isolation and loneliness can affect them and others and the importance of discussing these feelings and seek support
- When, where and how to seek support if worried about their own or other's mental wellbeing
- It is common for people to experience mental ill health and that problems can be resolved if support is accessed early

### ***Internet Safety and Harms***

- The importance of rationing time spent online and risks of excessive time spent on electronic devices
- Why social media, some computer games and online gaming are age restricted

- The internet can be a negative place and the role of online abuse, trolling, bullying and harassment on mental health and where to seek help
- How to be a discerning consumer of information online: understanding that information on search engines is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

#### *Physical Health and Fitness*

- The characteristics and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support if worried about their health
- What constitutes a healthy diet (including understanding calories and other nutritional information)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated

#### *Drugs, Alcohol and Tobacco*

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

#### *Health and Prevention*

- How to recognise early signs of physical illness (eg: weight loss, unexplained changes to body)
- Safe and unsafe exposure to sun and reducing risk of sun damage
- The importance of good dental hygiene, including regular check-ups at the dentist
- About personal hygiene and germs, how they are spread and treated
- The importance of hand-washing
- Facts and science relating to allergies, immunisation and vaccination

#### *Basic First Aid*

- Basics first aid, dealing with common injuries, including head injuries
- How to make a clear and efficient call to the emergency services
- Ensure children know about personal safety and where to go for help if needed
- Help children to develop the language and skills, to include naming parts of the body, to protect themselves and communicate their need for help and support clearly
- Ensure children understand the importance of valuing self and others
- Teach children to describe and know how their body works
- Prepare children for puberty
- Take opportunities to deal with anxieties arising from peer group pressure or media influence.

### ***Changing Adolescent Body***

- **Key facts about puberty and the changing adolescent body, particularly from age 9 – 11, including physical and emotional changes**
- **About menstrual wellbeing, including the key facts about the menstrual cycle**

### Sex Education at Field Junior School

The teaching of human reproduction (intercourse and conception) is not compulsory at primary school. However, governors and staff at Field recognise that it is beneficial for children to have a sound understanding of the key facts of human reproduction, before they transition to secondary school. This accurate knowledge empowers and protects children as long as it is age-appropriate. Governors and staff also recognise the importance of placing the process of human reproduction within a wider moral context of mutual love, respect and trust between two consenting adults. In addition, linking the statutory teaching of key facts about puberty and the changing adolescent body, with the teaching of the process of human reproduction, contextualises these body changes and helps children to understand why these changes take place.

At Field Juniors, we teach human reproduction (intercourse and conception) under the core theme of 'Sex Education' during the final year of primary school, using age appropriate materials and in a safe, inclusive and respectful learning environment. Parents have the right to withdraw their child from sex education.

### National Curriculum Science Links With PSHE

There are many cross-curricular links between Science and PSHE education. The class teacher will teach science objectives relevant to core themes of PSHE, through cross-curricular links, wherever possible. The National Curriculum science objectives for KS2, relevant to the teaching of PSHE are:

- **describe the changes as humans develop to old age (including puberty)**
- **recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents**
- **describe the life process of reproduction in some plants and animals**
- **Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat**
- **Identify and name the main parts of the human circulatory systems, and describe the function of the heart, blood vessels and blood**
- **Describe the ways in which nutrients and water are transported within animals, including humans**
- **Recognise the impact of diet exercise, drugs and lifestyle on the way their bodies function**

### Organisation of PSHE Within School

The PSHE subject leader is responsible for co-ordinating and planning the delivery of PSHE education throughout the key stage. Liaising closely with other subject leads, as well as the senior leadership team and school governors, the subject leader will:

Monitor, evaluate and develop the PSHE curriculum.



Ensure cross-curricular links are identified, planned for and utilised where appropriate.

Advise and support all teaching and support staff where required.

Provide alternative facilities for any children who have been withdrawn from sex education.

Organise and maintain resources.

Arrange, as applicable, outside agency visits, for example; training, support, school speakers etc.

The relationships and health education strands of PSHE, as well as sex education, is taught, where possible, by the child's class teacher at a relevant point within the school year where a climate of trust has been established within which children feel secure and confident

### Delivery

Delivery of PSHE builds on prior learning and begins with exploring what the children already know. Teachers use age-appropriate language, resources and activities, and children are given time to reflect on their learning and ask questions. Where questions are raised about any element of PSHE teaching, these will be answered honestly and age and ability appropriately. Teachers offer children opportunities to identify their knowledge so far and contextualise this with its implication on their lives. Each objective is explored through a range of teaching approaches such as active learning and discussion, anonymous question boxes, enrichment activities and question and answer sessions. Teachers assess understanding at the beginning of teaching an objective through the use of a cold task and again at the end of the teaching in order to ensure progress and identify further learning needs. This assessment can be in a variety of forms, not just formal written, such as self-review, photos of tasks/finished pieces of work, questioning, 'what we know' walls, etc.

For all PSHE teaching, the need for children to feel comfortable and secure when asking questions or speaking out is a priority. Following parent consultation, governors and staff recognise that it would be preferable to teach certain aspects of body changes during puberty and the core theme of sex education within single sex groups. At all times, children's sensitivity and welfare will be paramount and opportunities for 1-1 discussion or additional support are offered where appropriate.

### Breadth of Opportunity

The school actively promotes speakers from the wider community as well as class workshops (relating to Black History Month, Road Safety Week, Careers Week and drugs and alcohol education) and promotes cohesion, learning and tolerance within our multicultural and diverse school community. The annually elected Field Junior School Parliament meets regularly to discuss the children's concerns and ideas for improving our school. Pupil voice is an important element of school development and children are regularly asked for their input and ideas on a range of issues.

### Equalities

All children regardless of age, disability, ethnicity and culture, gender identity, religion or belief, sex or sexual orientation should have access to high quality PSHE provision. Teaching materials and delivery of PSHE education should ensure that no child feels excluded from any aspect of PSHE provision. All children should be valued and included and hence our materials include images of many different family compositions in lessons on family relationships. Teachers should ensure that a

culture of respect and trust in keeping with the school's ethos and The Equalities Act 2010 is central to their delivery of all PSHE provision and they should model positive and respectful responses to the viewpoints and choices of others. Teaching of all aspects of relationship and health education, as well as sex education, should be age-appropriate and reflect the law (including the Equalities Act 2010) as it applies to safeguarding and relationships, so that young people clearly understand what the law allows and does not allow and their rights and responsibilities.

### Resources

A copy of the school values, British values, class rules and Declaration of Human Rights is displayed in all classrooms and should be referred to as applicable during class discussions or to help a child/children consider their own actions. Team point reward charts encourage positive behaviours. At the beginning of each new academic year, the new year-group intake develops a positive statement reflecting class ethos and class rules, during 'getting to know you' week. This is displayed clearly in that classroom. We use the NSPCC 'Pants' safety campaign resources and the 'Christopher Winter' programme for health and relationships education resources. Parents have the opportunity to view these resources and discuss these with the class teacher, PSHE lead and the leadership team, as applicable to their child's key-stage.

### Accessibility in PSHE.

In line with our equalities statement, all children are entitled to access the PSHE curriculum regardless of disability or maturity. For those children with SEN, differentiated materials and/or personalised teaching approaches are used and a TA will be available, as appropriate.

### Right of Withdrawal.

Statutory elements of PSHE together with the statutory objectives of the science curriculum which link to PSHE are listed in bold in this policy. Sex education, as defined on page 2 of this policy, is a non-statutory but important element of PSHE. The PSHE leader, head teacher and teaching staff welcome the opportunity to discuss the content and delivery of sex education and to ease any anxiety parents are feeling.

All materials used in the teaching of PSHE can be made available for parents to view if they wish and we welcome the opportunity to discuss these with you. In addition, parents of children in year six are given the opportunity to view teaching materials linked to the teaching of sex education before it is taught, so you may discuss these with the PSHE lead and the class teacher and raise any questions. This also ensures that parents have the opportunity to have a discussion with their child about the upcoming subject matter, in the context of their own family, prior to the teaching in school.

Where parents wish to exert their right to withdraw their child from sex education, they may do so in writing to the head teacher. This right does not apply to statutory objectives from the national curriculum programme for science or the statutory programme of study for relationship, health and wellbeing education (indicated in bold within this policy). Where children are withdrawn from sex education, alternative arrangements, within school, are arranged.

### Parental Partnership to Support the Provision of PSHE

Governors and staff at Field Junior School wish to work closely with parents, to ensure that the teaching of PSHE offered by our school compliments and supports the role of parents in preparing their children to cope with the physical and emotional challenges of growing up.

The PSHE policy is available on our school website and a paper copy is available, free of charge, should parents request one. Consultation with parents occurs prior to reviewing the PSHE policy. This consultation includes an opportunity for parents to raise any concerns, make suggestions and discuss the contents of the policy, together with any relevant teaching materials, with the head teacher or PSHE lead.

### Confidentiality.

Although all staff respect a child's wish for confidentiality, staff cannot give a total commitment to confidentiality around any disclosure that raises concern. Such information may have to be passed on to a senior member of staff or, if deemed necessary, to our DSP (designated senior person for child protection.) This is in line with our child protection guidelines and all staff members will always act in the best interest of the child.

### Monitoring and Assessment

The PSHE leader, together with the senior leadership team, will monitor the impact and effectiveness of PSHE teaching and learning throughout the school. Working closely with class teachers and other subject leaders, the PSHE lead will ensure:

All objectives are covered and children have understood and contextualised their learning.

Where possible, cross curricular links are planned for, utilised and clearly indicated.

There is clear evidence of progression in learning and understanding across the key stage

There is a positive Impact on the children's personal, social and health development.

Future needs for further input or intervention are identified by the teacher and acted upon where necessary, for the benefit of the child.

All staff have high expectations of the quality of all children's work and learning outcomes in PSHE.

A Hunt.

September 2022