



Woodcot
Primary School

TOGETHER WE LEARN AND GROW



UPAT
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Academy Trust

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

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Review Cycle:	Every Two Years
Next Review:	Autumn 2026
Statutory / Non-Statutory:	Statutory
Last Reviewed:	Autumn 2024

Introduction

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education**, in primary schools, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). Our PSHE curriculum covers all aspects of Relationships, Sex and Health Education within the context of a full PSHE programme in an age-appropriate way.

National Guidance

Our policy is also informed by a range of national guidance including:

- Relationships, Sex and Health Education (as above)
- Preventing and tackling bullying (2017)
- Drug and Alcohol Education (2012)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2022)
- Equality Act (2010)
- PSHE Association Guidance (2020)

Aim of our PSHE policy

At Woodcot Primary School, we believe that the personal development of our pupils is central to their learning, achievement and well-being. PSHE helps to give all pupils the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We encourage pupils in our school to play a positive role in contributing to the life of the school and the wider community. Many aspects of school life, including the personal, social and health education curriculum, drugs education and sex and relationship education are part of this integrated programme. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We place high emphasis on pupil's mental health and well-being as well as their academic achievement and we fully recognise the important relationship between well-being and learning.

Our PSHE Programme

At Woodcot, we choose to deliver PSHE using 1decision. The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment. It is a reflective programme and builds on learning year on year to match the current statutory requirements.

Objectives and learning intentions:

Our PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Relationship and Sex Education

Definition of Relationships and Sex and Education (RSE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Delivery of RSE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: Families and people who care for me; Caring friendships, Respectful relationships; Online relationships; and Being safe. These areas of learning are taught within the context of family life - taking care to ensure that there is no stigmatisation of children based on their home circumstances (e.g. families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (e.g. looked after children or young carers).

Roles and responsibilities

- 1. Governing Body** - the governing body will approve the RSE policy, and hold the headteacher to account for its implementation
- 2. Headteacher** - The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE
- 3. Staff** - class teachers will teach RSE to their class and are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Learning outcomes and the aims of teaching

1. Please see appendix 1 for the topic delivery overview – year by year breakdown
2. DfE document outlining the end of primary school expectations (Pages 20 – 22)
[Relationships Education, Relationships and Sex Education \(RSE and Health Education\).pdf](#)

Involvement of Parents and Carers

Parents/carers have the right to withdraw their children from Sex Education except for those parts included in statutory National Curriculum Science and within Statutory Relationships and Health Education. Parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have. **Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).** Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

The school believes that it is important to have the support of parents and carers. Parents and carers were given the opportunity to be involved in our PSHE curriculum (including relations and sex education) through:

- The opportunity to read our PSHE policy and make recommendations
- Questionnaire

Health Education (including Mental Health and Well-being, Drugs and Safety Education)

'Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.'

Understanding Relationships and Health Education in Your Child's Primary School: a guide for parents (DfE 2019).

Health education at primary school covers physical health content such as basic first aid, diet and nutrition, drugs and alcohol, puberty and the need for exercise and good quality sleep, alongside teaching about mental health issues. Children will learn about the "range and scale" of human emotions and how to talk about them alongside simple self-care techniques. Bullying, including cyberbullying, will be discussed and pupils will be made aware of the benefits of rationing time spent online.

Definition of Mental Health and Well-being Education

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organization 2014). Mental health and well-being is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Definition of Drugs Education

Drug education plays an important part in preparing pupils in their present and in their future lives to make informed choices. Drug education enables pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating to their own and others' actions. The term 'drug', in our PSHE curriculum, includes medicines, tobacco, alcohol, legal and illegal drugs. We recognise the importance of exploring the beneficial use of drugs as medicines as well as the harmful effects of drug misuse.

Definition of Safety Education

Safety education is the teaching of specific knowledge, skills and understanding that children need in order to stay safe in a given situation. The main aim of safety education is to provide necessary warnings and precautions so that possible accidents can be prevented. Safety education provides an awareness about possible harms and injuries with the objective of minimising injuries and their consequences.

Learning Outcomes and the Aims of Teaching

1. Please see appendix 1 for the topic delivery overview – year by year breakdown
2. DfE document outlining the end of primary school expectations (Pages 32 - 35)
[Relationships Education, Relationships and Sex Education \(RSE and Health Education\).pdf](#)

Differentiation/SEN

Teachers tailor the PSHE Curriculum to meet the needs of the children in their classes. Baseline assessments inform teachers of children's starting points. Teaching and learning is adapted according to the children's differing starting points.

Safeguarding and Confidentiality

All members of staff are aware of the school's confidentiality policy. Teachers need to ensure that pupils know that they are unable to offer unconditional confidentiality. If a disclosure is made, safeguarding procedures must be followed. Please refer to the child protection policy.

Teachers need to ensure that children know that what is said within a PHSE lesson is confidential and that it is not playground 'talk'. At the beginning of the year, clear rules should be made to ensure that all children in the class feel safe and secure when discussing anything that may be private.

Equalities

Our PSHE education is accessible to every pupil, including those who are lesbian, gay, bisexual and transgender (LGBT). It is taught in a way that does not subject pupils to discrimination. Our PSHE curriculum is inclusive and will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of children and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

Monitoring and Review

The PSHE Leader will monitor delivery of the programme through observation and discussion with teaching staff and children to ensure consistent and coherent curriculum provision. It is the PSHE subject leader's responsibility to support colleagues in the teaching of all aspects of RSE by giving them information about current developments in the subject. The planning and policy will be reviewed in light of any new documentation that is published. Parents and carers have the right to see sample materials used within the teaching of RSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

Assessment

Teachers will monitor children's progress through assessment opportunities where children can reflect on their own progress. These tasks also provide a formal opportunity for teacher assessment.

External contributors

External contributors from the community, e.g. NSPCC, police and fire brigade, make a valuable contribution to our PSHE curriculum. Their input should be carefully planned and monitored so as to fit into and complement our PSHE curriculum. Teachers must always be present during these sessions and remain responsible for the delivery of the 1decision PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in each lesson.

Teaching Sensitive and Controversial Issues

When sensitive or controversial issues arise, teachers will handle sensitively and follow up appropriately any disclosures made in a group or individual setting. Issues that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. These include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that children are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult and Sensitive Questions

Staff members are aware that views around PSHE-related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leader (DSL) if they are concerned.

Our school believes that all areas of PSHE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, teachers will deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT and bullying is dealt with strongly yet sensitively.

Training and support for staff

All staff benefit from training, from the PSHE Leader, during staff meetings and INSET days in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

It is the PSHE Leader's responsibility to pass on any new information which will affect the teaching and learning of any of the aspects of PSHE. It is the class teacher's responsibility to inform parents/carers of any materials that will be used during the teaching of SRE.

Dissemination

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

Linked Policies

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Internet safety policy
- Inclusion Policy
- RE Policy
- Safeguarding/child protection Policy
- Special Educational Needs and Disabilities Policy

Appendix 1

Topic Delivery Overview – Year by Year Breakdown

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe	Keeping/Staying Safe
	Road Safety	Tying Shoes Laces	Staying Safe Leaning Out of Windows	Cycle Safe	Peer Pressure	Water Safety
	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy	Keeping/Staying Healthy
	Washing Hands	Healthy Eating Brushing Teeth	Medicine	Healthy Living	Smoking	Alcohol Drug Use & the Law
Autumn 2	Relationships	Relationships	Relationships	Growing & Changing	Growing & Changing	Growing & Changing
	Friendship	Bullying Body Language	Touch	Appropriate Touch	Puberty	Conception
Spring 1	Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible	Being Responsible
	Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing	Coming Home on Time	Looking Out for Others	Stealing
	Computer Safety	Computer Safety	Computer Safety	Computer Safety	Computer Safety	Computer Safety
	Online Bullying	Image Sharing	Making Friends Online Computer Safety	Online Bullying	Image Sharing	Making Friends Online
Spring 2	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions	Feelings & Emotions
	Jealousy	Worry Anger	Grief	Jealousy	Anger	Worry
	Fire Safety	Fire Safety	Fire Safety	First Aid	First Aid	First Aid
	Hoax Calling	Petty Arson	Texting While Driving & Visit to the Fire Station	Asthma & Anaphylactic Shock	Basic Life Support	Head Injuries & Sever Bleeding Minor Burns & Scalds and Fractures
Summer 1	Our World	Our World	Our World	The Working World	The Working World	The Working World
	Growing in Our World	Living in Our World Working in Our World	Looking After the World	Chores at Home	Enterprise	In-App Purchases
Summer 2	Hazard Watch	Hazard Watch	Hazard Watch	A World Without Judgement	A World Without Judgement	A World Without Judgement
	Is it safe to eat or drink?	Is it safe to eat or drink?	Is it safe to play with?	Breaking Down Barriers	Inclusion & Acceptance	British Values