



## **Personal, Social and Health Education and Citizenship Policy (includes Relationships Sex Education Policy)**

This policy applies to all pupils at Weston Green School, including those in the Early Years Foundation Stage.

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## **Aims and Objectives**

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#).

We believe that Personal, Social and Health Education (PSHE) and Citizenship should give pupils the knowledge and skills they need to lead independent, healthy and confident lives and to become informed, active and responsible adults.

We aim to provide children with the tools to understand how they are developing personally and socially and whilst doing so, allowing them to be able to tackle successfully many of the moral, social and cultural issues that are part of growing up. Through PSHE, we focus on well-being and the development of skills to enable pupils to embrace change, feel positive about themselves and grow up enjoying healthy, safe, responsible and fulfilled lives. The programme of study equips them to understand measures to safeguard themselves and ways to seek help and advice if required.

In terms of economic well-being and financial capability, we aim to teach pupils to begin to develop as questioning and informed consumers.

The PSHE programme contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. We recognise that developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

In developing the PSHE programme, the school is careful fully to reflect its aims and ethos, as detailed above and below, and to encourage independent thinking during PSHE sessions, giving due regard to the views of others.

It was produced through consultation with staff, pupils and parents/carers through (but not limited to) the following channels: departmental review and feedback, departmental training via the PSHE Association, parent focus group, student voice, wellbeing surveys and ongoing feedback from pastoral teams.

We make every effort to ensure that each child receives equal access to the PSHE and Citizenship curriculum regardless of ability, faith, gender and culture. The programme of study takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.

The policy is informed and underpinned by the School's values of Aiming High with Integrity, Serving Others and Being Adventurous. The programme promotes children and young people's

wellbeing, promotes community cohesion, provides careers education, provides relationships and sex education, promotes the fundamental British values of democracy, respect for the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It prepares them to play an active part in modern British society.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

Staff recognise their responsibilities under the Prevent strategy which aims to prevent the radicalisation of young people. Pupils are given the opportunity to understand the principle of democracy through the PSHE and Citizenship programme of study and by standing for the School Council, E-safety Committee or other positions of responsibility.

Staff are also aware of the possibility of FGM occurring within some cultures – they recognise the need to report any suspicions in this area arising from attitudes expressed or comments made during discussions and are also alert to any girls involved in unexplained absences.

The programme of study is deliberately flexible, giving staff the opportunity to respond to events and situations as they arise and to adapt or revise sessions according to the needs of the class or group.

parents/carers will be informed about the policy which will be made available through the school website.

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#).

### **Legislation (Statutory Regulations and Guidelines)**

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
  - Promote the wellbeing of pupils at the school
  - Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:
    - Relationships Education (Primary) and Relationships and Sex Education (Secondary).

- LGBT (protected characteristics) inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204)

### **Delivery of the PSHE and Citizenship programme**

September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE and Pastoral Lead. The school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught.

The curriculum is delivered in a variety of ways, through class circle time from EYFS upwards, in Assemblies (both key stage and whole school), by visiting speakers such as charity workers and local clergy who are invited into school to talk about their role in creating a positive and supportive local community.

The process of developing the key skills is ongoing and permeates many areas of school life, both outside the classroom as well as within it.

Aspects of the PSHE and Citizenship programme are covered in a variety of other areas of the curriculum e.g. Science, Computing and PE. PSHE is delivered through whole school and extended timetabled activities as well as through specific projects e.g. awareness days/weeks.

Fundamental to PSHE and Citizenship is the need to discuss sensitive, challenging and sometimes controversial social and moral issues and to make sense of them in the context of the pupils' own experiences. Sessions are designed to teach all pupils from EYFS upwards to:

- discuss views which may be contrary to their own
- give and receive relevant suggestions and criticism
- promote appreciation, courtesy, concern, respect, responsibility and understanding

The PSHE programme aims to equip all pupils with a range of skills and strategies, across the broad areas of learning outlined below, to enable them to build their knowledge and understanding and develop their attitudes and values. This begins during the Early Years Foundation Stage and is developed during KS1 and KS2. We recognise that the acquisition of the desired skills and strategies is a continuous process that lies at the heart of the educational experience and contributes to the overall development of each child.

<b>PSHE: broad areas of learning</b>

1. **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **Healthy, balanced lifestyle** (physical, emotional and social)
4. **Risk** (identification, assessment and how to manage) and **Safety** (including behaviour, strategies to employ in different settings and online safety)
5. **Diversity and equality**
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) **and consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (skills, strategies and inner resources we can draw on when faced with challenges)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation)
9. **Career** (including enterprise, employability and economic understanding)

### **Safe and Effective Practice**

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy.*

## Equality of Opportunity

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education and Relationships and Sex Education (RSE) takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

## Assessment

Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgment about pupils' progress. This may include: presentations, written evidence, group work, observations.

Three types of assessment are used:

- **Baseline** – this is important to establish what is already known in order to determine where to start and how to plan and develop work and resources.
- **Formative** – this is used to promote learning and involves sharing learning objectives with pupils so they know and recognise what they are aiming for. It actively involves pupils in their own assessment and provides feedback enabling them to improve through promoting confidence.
- **Summative** – this summarises what has been learnt and is usually carried out at the end of a piece or unit of work. It can be used to celebrate achievement and to monitor and report progress.

## Monitoring and Review

The Head of PSHE and Citizenship is responsible for monitoring the standards of pupils' work and the quality of teaching, overseen by the Director of Studies. S/he provides a lead and direction for the subject to ensure continuity and progression throughout the school, overseeing termly planning and regularly reviewing the programme of study to ensure it reflects the latest guidance. The Head of PSHE will work closely with the RE and Science co-ordinators.

The effectiveness of the PSHE and Relationship Education (Prep - upto Y6) provision will be evaluated through: annual governance and annual learning reviews.

From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE and Pastoral Lead.

## **Relationships Education Policy**

### **Purpose**

Weston Green School recognises its responsibility to provide pupils with age appropriate information and to explore attitudes and values in the area of relationships in order to help children develop the skills they need to make informed and positive decisions about their health, behaviour and relationships. The curriculum will be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and pregnancy. This is incorporated within the PSHE programme at Weston Green School, with elements forming part of the Science curriculum.

Relationships education aims to promote a sense of right and wrong, develop children's integrity and autonomy and help them become responsible and caring citizens equipped with the skills and strategies they need for informed decision making as they move onto their senior school. It equips them to understand measures to safeguard themselves and ways to seek help and advice if required. Furthermore, the programme seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

The relationships education programme is planned with consideration of the qualities of relationships within families, the fundamental building blocks and characteristics of positive relationships such as friendships, family, diverse families and relationships with other children and adults, differences in families and their structure and respect for the individual circumstances of families. Sensitivity towards differing religious and cultural views and with the knowledge and consent of parents/carers underpins this programme. Furthermore, the programme addresses the relationships between physical health and mental well being, the balance of online and other activities, emotions and the ability to express emotions [*Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after [Para 62](#)*].

Staff are aware of the need to be alert to the possibility of FGM within some cultures and the appropriate action to take if necessary.

Relationships education in schools as a part of the PSHE programme is a legal requirement and at Weston Green we aim to teach this area sensitively and appropriately. parents/carers do,



however, have the right to request to withdraw their children from the sex education aspect of the Yr 6 programme of study, **although not those elements that are in the National Curriculum orders for Science.** *Any parent wishing to withdraw their child should make an appointment to meet the Head Teacher in advance of the lessons planned in their child's year group in order to discuss their concerns before requesting to withdraw their child.*

### **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Teachers should set out 'ground rules' for asking questions to ensure a safe, open and confidential environment to ask questions. Teachers are aware that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups may be facilitated. Teachers will consider what is appropriate and inappropriate in a whole-class setting and will answer questions appropriately to the level they are teaching. Teachers will be offered support and training in answering questions that are better not dealt with in front of a whole class.

### **Aims and Objectives**

What is relationship education?

- It is lifelong learning about physical, moral and emotional development.
- It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care.
- It involves learning about sex and sexuality (in upper KS2) – *it is not about the promotion of sexual orientation or activity: this would be inappropriate teaching*

It is also about

- providing the knowledge and information to which all pupils are entitled
- preparing them for puberty and adulthood both physically and emotionally
- enabling them to develop skills for a healthy lifestyle
- teaching them to respect and care for their bodies
- enabling them to develop communication and assertiveness skills to cope with the influences of their peers and the media
- raising their self-esteem and confidence, especially in their relationships with others
- providing the confidence to value themselves and others as participating members of society
- enabling pupils to develop positive attitudes towards their body and sexuality
- equipping them with the knowledge to access help and support.

### **Why should relationships education be taught?**

In a world where children receive information about relationships and sex from a variety of sources, many of which are inaccurate or 'unhealthy', relationships education aims to counterbalance these messages by providing accurate information as part of a supportive PSHE programme. Relationships education is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them during the process of puberty and help them to understand issues relating to sex and reproduction at the appropriate age in upper KS2.

Relationships education involves demonstrating to children that matters relating to the body and about sex can be discussed in a sensitive and positive way. This will increase the likelihood of them behaving sensibly in any sexual relationship they go on to have, as such responsibility requires communication - with a partner and/or sexual health services.

## **Content**

There is a spiral curriculum relevant to the age, experience and maturity of the pupils.

There are three main elements to relationships education:

### **Attitudes and values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of family life, marriage, stable and loving relationships for the nurture of children
- learning the value of love, respect and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse
- developing confidence in talking, listening and thinking about feelings and relationships
- equipping them to protect themselves and to ask for help and support with confidence

### **Knowledge and understanding**

- develop the knowledge, skills and personal attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health
- Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives
- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, emotions and relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

### **Relationships education programme**

The relationships education programme of study begins in Reception, with children learning about their lives and the lives of others. It builds on this in KS1 and KS2, with three sessions per year, and four in Yr 6 as detailed below:

- Rec – Our Lives
- Yr 1 – Growing and Caring For Ourselves
- Yr 2 – Differences
- Yr 3 – Valuing Difference and Keeping Safe
- Yr 4 – Growing Up
- Yr 5 – Puberty
- Yr 6 – Puberty, Relationships and Reproduction

Relationships education is taught in class groups by the class teacher who is best placed to know and understand the needs and experiences of the pupils in his or her class.

PSHE is taught through other subjects/curriculum areas e.g RE and English book study lessons in UKS2. Elements of PSE are delivered through whole school assemblies and enabled through specific projects e.g Antbullying Week. PSHE is promoted through involvement in the life of the school and wider community and through pastoral care and guidance.

### **Safeguarding**

Pupils understand that they can share concerns with staff in confidence, without fear of being judged or reprimanded. However, staff understand their professional duty to explain the meaning of confidentiality and the need to avoid making an unconditional promise of confidentiality.

If a pupil discloses information that gives the member of staff hearing it cause to suspect a child protection issue, the pupil will be reassured and the information passed without delay to the DSL who will determine the course of action required to safeguard the welfare of the pupil.

parents/carers will be informed in advance of the sex education aspect of relationships education taking place in Yr 6 but will not be able to withdraw their child from relationships education.

Resources are available for parents/carers to view if requested

### **Assessment**

Three types of assessment are used:

- **Baseline** – this is important to establish what is already known in order to determine where to start and how to plan and develop work and resources.
- **Formative** – this is used to promote learning and involves sharing learning objectives with pupils so they know and recognise what they are aiming for. It actively involves pupils in their own assessment and provides feedback enabling them to improve through promoting confidence.
- **Summative** – this summarises what has been learnt and is usually carried out at the end of a piece or unit of work. It can be used to celebrate achievement and to monitor and report progress.

### **Monitoring and Evaluation**

The relationships education programme is monitored and evaluated by the PSHE Co-ordinator, overseen by the Director of Studies, as part of the ongoing process of subject review and evaluation within the school.

### **Other relevant policies:**

- Curriculum
- Spiritual, Moral, Social and Cultural
- Health and Safety
- Safeguarding (includes E-safety)
- Science

### **Appendix**

The resources and teaching sequences used at Weston Green School can be found [here](#).