

Alma Primary PSHE and Wellbeing Policy

Personal, Social, Health & Economic, Wellbeing inc Relationships & Sex Education

Responsibility: *Samantha Rosehill*
 GB Committee responsible: *Learning & Children's Committee*
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Contents

Executive Summary, Key Contacts, Policy Development, Links and Compliance with Statutory Requirements	Page 1
Purpose of Policy, Introduction	Page 2
Definitions, Organisation	Page 3
Content, Statutory Content	Page 4
Non-Statutory Content, Approaches for Effective PSHE	Page 5
Specific Issues Relating to Sex Education	Page 7
An Inclusive Approach	Page 8
Assessing and Monitoring, Staff Training, Monitoring the policy	Page 9
Appendix 1 – Parent Request for Withdrawal	Page 10

Policy Development

Change	Responsible	Date
Amendments, based on agreed DfE guidance and Barnet model policy including reference to Drugs & Alcohol policy	SR & MJS	May -June 2019
Draft in consultation process with parents and governors, including amendments from new statutory guidance	SR	September - December 2020

Alma Primary PSHE and Wellbeing Policy

Executive summary

A copy of this executive summary is in the staff handbook – any changes to this policy should be reflected there.

Key points:

- Alma Primary is committed to teaching children about healthy relationships and sex.
- Children from Reception onwards are taught about relationships, about reproduction and about human bodies.
- In teaching about PSHE & Wellbeing, teachers will be mindful of different home situations, learning needs and of the importance of respect and equality for all children.
- The school's PSHE & Wellbeing coordinator will ensure that all staff received appropriate training in PSHE & Wellbeing.

1. Key contacts

Names of the lead staff for safeguarding, wellbeing and PSHE are displayed in school.

2. Policy Development

This policy was developed by the PSHE Subject Lead and Headteacher, in consultation with the Alma children, staff, families and governors.

3. Links to other School Policies

This policy should be read in conjunction relevant school policies, including:

- Safeguarding Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Behaviour for Learning and Exclusions Policy
- Digital Safety Policy
- Data Protection Policy
- Preventing Bullying Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Intimate Care Policy
- Staff Code of Conduct

4. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 4.1 **Relationships Education** will be compulsory in all Primary Schools (or those children receiving Primary Education).
- 4.2 **Health Education** will be compulsory in all Primary (or those children receiving Primary Education).
- 4.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the children.
- 4.4 At Alma Primary, we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 11 below for

Alma Primary PSHE and Wellbeing Policy

details. As such, we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

5. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships & Sex Education and Health Education within a comprehensive PSHE & Wellbeing curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE and Wellbeing, including Relationships and Sex Education, Health Education and Living in the Wider World
- Our definitions for Relationships and Sex Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our curriculum
- Information for parents and carers about what is taught and when in PSHE and Wellbeing sessions, along with specific information about their involvement with RSE and the right to withdraw.
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

6. Introduction

This policy outlines our commitment to providing children with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE & Wellbeing curriculum, through our three strands of Relationships & Sex Education, Health Education and Living in the Wider World, is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life.

Through quality delivery, our PSHE and Wellbeing programmes aim to develop:

- Confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- Young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- Responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- Successful learners who enjoy overall learning, making progress and achieving success

These aims align to our school ethos and will be achieved by providing children with the knowledge, skills, attitudes and attributes to be able to:

- Develop confidence to talk, listen and think about feelings and relationships;
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help;
- Develop skills to make and maintain positive relationships;
- Develop positive attitudes and values and respect differences in opinions;
- Develop a positive self-image and high self esteem;
- Gain accurate knowledge and understanding about sexuality and relationships;
- Develop personal responsibility for one's actions;
- Know where to get confidential advice and support.

7. Definitions for Relationship Education and Health Education

7.1 Relationships Education

'Relationships Education is learning about the physical, social, emotional and legal aspects of human

Alma Primary PSHE and Wellbeing Policy

relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.'

7.2 Sex Education

'Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.'

7.3 Health Education

'Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.'

8. Organisation of PSHE

- 8.1 Classroom teachers are responsible for the organisation of their timetable allocation and will normally be sessions of between 30-45 minutes a week;
- 8.2 During PSHE lessons, children will be arranged in appropriate groupings, including whole class lessons, smaller group work and where relevant, in one-to-one sessions.
- 8.3 Teaching will be delivered by the class teacher, supported by relevant LSAs and other members of the class team. There are times during the programme when learning is complemented by external visiting speakers, for example: a nurse, a financial organisation such as a bank, human rights organisations, or others. It is important to note that where outside visitors help to deliver elements of PSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 8.4 PSHE will be taught across the school curriculum, in dedicated PSHE lessons, cross curricular learning, assemblies, learning days, special weeks e.g. Mental Health and Wellbeing Week and class topics.

9. Content of PSHE Curriculum

We deliver our comprehensive PSHE curriculum across the three areas:

- Relationships Education
- Health Education
- Living in the Wider World

We use the Barnet Health Education Partnership Framework, Christopher Winter Project and Heads Up Emotional Literacy programme. We share our PSHE Education Curriculum overviews on our website.

10.1 Statutory content:

At Alma Primary our PSHE teaching will focus on the following aspects of learning:

Relationships Education (KS1&2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Alma Primary PSHE and Wellbeing Policy

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- Notice that animals, including humans, have offspring which grow into adults;
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals;
- Describe the changes as humans develop and age;
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing;
- Internet Safety and Harms;
- Physical Health and Fitness;
- Healthy Eating;
- Drug, Alcohol and Tobacco;
- Basic First Aid;
- Changes that occur during adolescent and puberty.

10.2 Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

Sex Education

Lessons on Sex Education are taught in Year 6. Parents/carers can withdraw their children from these sessions (see below)

11. Approaches for Delivering Effective PSHE Learning

11.1 Creating a Safe and Supportive Learning Environment

PSHE often works within children's real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all children across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which children feel able to discuss concerns, feelings and sensitive issues.

11.2 Confidentiality

Alma Primary PSHE and Wellbeing Policy

In the course of PSHE lessons, children may indicate in some way that they are vulnerable or at risk. In these circumstances staff must refer to the Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that children know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. School staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

11.3 A Range of Learning Approaches

We recognise that active and interactive engagement are important for effective learning in PSHE. A variety of teaching and learning styles are used in lessons, including videos, information sheets, pamphlets, textbooks, visual aids and models, interactive software and websites, games, role-play, and visits by theatre groups.

The programme for PSHE at Alma Primary has been developed in accordance with DfE recommendations. The majority of the programme is based on the Barnet Health Education Partnership (HEP) Framework and taught alongside the 'Christopher Winter Project' scheme of work for Relationships and Sex Education.

In the school's PSHE programme, work is broken down into specific areas that will be taught according to age appropriate needs. In Key Stage 2, the children will participate in an appropriate programme such as the Norwood 'Heads Up' emotional literacy programme. This will also support transition from Year 6 to secondary settings.

11.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of children. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

11.5 Use of External Organisations

At time we work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people. We work in partnership with these organisations to ensure that the activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme.

All external contributors are made aware of our policies regarding confidentiality and safeguarding, ensuring that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by Alma Primary staff, to enhance and enrich the overall experience of our children.

11.6 Responding to Children' Questions

In all PSHE lessons questions from children will be addressed and responded to in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

11.7 Meeting the Needs of SEND Children

PSHE lessons need to be accessible to all children including those with special educational needs and disabilities. The SEND Code of Practice (2015) outlines the need for schools to prepare children for adulthood outcomes. Children with special educational needs can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all children by using appropriate resources, small group work and by providing CPD for teachers.

12. Specific Issues Related to Sex Education

12.1 DfE Sex Education Recommendation

The PSHE programme at Alma Primary fully complies with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age, physical and emotional maturity of the children. In addition to statutory Relationships, Science and Health Education (refer to 10.1), we deliver lessons for children in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. These lessons are important as they address many of the questions that children are likely to have and are taught in the context of healthy adult relationships. In meetings for Year 6 parents/carers, the school staff communicate which lessons sit within sex education and outline the right of parents/carers to withdraw their child from these specific additional lessons, as outlined below.

12.3 Engaging Parents/Carers and the Right to Withdraw from Sex Education

From September 2020, parents/carers have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in 10.1. In accordance with this, it is made clear to parents of Year 6 children that they can withdraw their child from the additional sex education lessons we deliver in Year 6, as outlined in this policy.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the sex education they wish to be given to their children. On entry to the school, parents and carers are invited to read the PSHE & Wellbeing policy, including specific references to our additional sex education provision within PSHE and we ensure that we keep families informed about content of the sex education programme. In accordance with our equal opportunities policy, we always carefully consider any requests, questions or issues that parents and carers have in relation to the content of these additional lessons.

If a parent/carer wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, found in Appendix 1 of this policy, and send this to the headteacher. Alternative work will be given to children who are withdrawn from sex education.

12.4 Answering Children' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children may ask questions in relation to sex education outside of the lesson time, even in the event their parents/carers have withdrawn them from a lesson. In this event, teacher will respond honestly but with awareness that this is a child who has been withdrawn and will only answer questions regarding the statutory content which children are not withdrawn from: the teacher/s will then inform the parents/carers the child has asked a question, when it is reasonably possible from them to do so. It is important to answer questions honestly, with factual information and in an age appropriate way that is in line with our PSHE & Wellbeing curriculum. Staff need to be mindful that children who do not have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information. If there are any safeguarding concerns, with regards to due to the nature of a question raised by a child, staff would follow the school's safeguarding procedures.

13. An Inclusive Approach

Alma Primary is an inclusive school. We value difference and diversity within our school community and the wider world. As such, PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework. PSHE teaching must reflect British Law;

Alma Primary PSHE and Wellbeing Policy

- Different faiths, beliefs, cultures and sexual orientation should be respected and embraced and not be the cause for prejudicial or discriminatory behaviour;
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships;
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them;
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds;
- Some children and some staff will identify as LGBT+;
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents, amongst other structures;
- Some children may have a different structures of support around them, for example looked after children or young carers.

We believe that children should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

By exploring their own feelings and attitudes, those of peers and those prevalent in wider society, children are encouraged to develop values on which to base decisions about relationships, health and living in the wider world.

14. Assessing and Monitoring PSHE

At Alma Primary the PSHE Lead is responsible for:

- Ensuring the school's PSHE policy and programmes are implemented, as agreed;
- Monitoring teaching within lessons through observations, work scrutiny and discussions;
- Supporting staff to assess children's progress, in line with the school's assessment procedures;
- Recommending targets for whole school development to the Headteacher;
- Evaluating the impact of the school's PSHE programme.

Evaluation of the programme will be made by assessing the attitudes of the children, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of children, staff, parents and carers will be sought and taken into account as the programme develops and changes.

15. Training Staff

It is important that staff delivering PSHE work within the values and framework of this policy and have the confidence, skills and knowledge to deliver effective PSHE. Continuing professional development will be provided through a range of options including individual study and development, in-house CPD and external training courses. Training may include:

- Discussions about attitudes and values;
- Information updates;
- Instruction regarding teaching methods;
- Facilitating group discussions;
- Involving children in their own learning;

Alma Primary PSHE and Wellbeing Policy

- Managing sensitive issues;
- Team-teaching with a colleague/s;
- Observing other staff teach.

16. Disseminating and Monitoring the Policy

A copy of this policy will be supplied to all staff and governors, included within new staff induction materials and published on the school website. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery. The Headteacher will report on monitoring of the policy to governors.

Appendix 1

Parent/Carer Request for Withdrawal from Non-Statutory Sex Education Lessons

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for request			
Any other information you would like the school to consider			
Parent/Carer signature			
TO BE COMPLETED BY THE SCHOOL			
Follow up contact by the school (date and time etc)			
Agreed actions from discussion with parents/carers			