

PSHE AND RELATIONSHIPS EDUCATION POLICY OAKTHORPE PRIMARY SCHOOL



Date of Policy: January 2024

Reviewed by Teaching and Learning Committee

Contents

Aims

Morals and values framework

Statutory requirements

Policy development

Definition

Curriculum

Delivery of PSHE including Relationships Education

Roles and responsibilities

Answering children's questions

Parents' right to withdraw

Training

Monitoring arrangements

Appendix 1: Vocabulary used in Relationships lessons

Appendix 2: Curriculum map

Aims

The aims of PSHE including Relationships and Sex Education at Oakthorpe Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Moral and Values Framework

The sex and relationships education programme reflects the school ethos and encourages the following values. At Oakthorpe we believe children should be taught sex education within a framework in line with our new school values.

- A respect for self and others
- Commitment and trust within relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and for others
- An exploration of the rights, duties and responsibilities involved in relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life

An acknowledgement and understanding of diversity regarding religion, culture, and sexual orientation. These are in line with Oakthorpe's 22 values which have been devised by the children, parents and staff at the school.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching PSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oakthorpe Primary School we teach PSHE as set out in this policy.

Definition

PSHE and Relationships Education at Oakthorpe Primary School teaches the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of PSHE and Relationships and Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum.

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
- Being safe

For more information about our PSHE curriculum, see Appendix 2.

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 (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 (for example: looked after children or young carers).

Roles and Responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE including Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSHE (see section 8).

Staff

Staff are responsible for:

- Delivering PSHE including Relationships Education in a sensitive way
- Modelling positive attitudes to PSHE including Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE

Staff do not have the right to opt out of teaching PSHE including Relationships Education. Staff who have concerns about teaching PSHE including Relationships Education are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE including Relationships Education and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Answering Pupil's Questions

Children's questions will be answered honestly by giving due regard to the children's age and stage of development. Teachers may decide the most appropriate action may be to suggest that the child asks his/her parents. There are guidelines for answering children's questions below.

Notes for Guidance – Answering Children's Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic. It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings. Children should be encouraged not to use "slang" or "family" names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy/age/stage of development of the pupils, the teacher must either decide to

- 👤 Leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own
- 👤 Explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks his/her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. "Why did you want to know that? The teacher can then respond in one of the ways suggested above.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within Relationships Education.

Parents wanting to exercise the right are invited to see the Headteacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. There must be a written request for withdrawal from the parents. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. This will be reviewed with the parents each year.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of PSHE including Relationships Education. The Headteacher will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching Relationships Education where necessary.

Monitoring arrangements

The delivery of PSHE is monitored by The Child Welfare Team through:

Planning scrutinies

Learning walks

Staff and pupil interviews

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The PSHE Team annually. At every review, the policy will be approved by the Governing Body and the Headteacher.

Appendices

1. Vocabulary used in Relationships Education lessons
2. PSHE Progression Map

Appendix 1

Relationship Education (RE) Vocabulary

During the year, each year group will deliver their Health Education curriculum, as part of the Science and Personal, Social and Health and Economic (PSHE) education programmes. This curriculum is supported by Christopher Winter Project Resources — an organisation which specialises in supporting teachers to plan and deliver high quality PSHE lessons, and has been working successfully with schools across London.

These lessons will include aspects of relationships and sex education (PSHE) recommended in the Department of Education's Relationships Education Guidance document. They are carefully designed and appropriate for each age group addressing the needs of all children in the class.

Here is a list of the vocabulary that will be used in each year:

Reception

Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, step mum, stepdad, foster mum, foster dad, friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry.

Year 1

Clean, similar, different, feelings, family, friends, boy, girl, male, female, private parts, penis, vulva.

Year 2

Similar, different, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva.

Year 3

Stereotyping, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship.

Year 4

Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.

Year 5

Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erections, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

Year 6

Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationships, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

Appendix 2

PSHE and Relationships Education Progression Map

	<p>Relationships</p> <p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships. 	<p>Health and well being</p> <p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	<p>Living in the wider world</p> <p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 	<p>Money Day</p> <p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. about where money comes from, keeping it safe and the importance of managing it effectively 2. how money plays an important part in people's lives 3. a basic understanding of enterprise. 			
EYFS	<p>Aut 1</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Self – Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>	<p>Aut 2</p> <p>Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p>	<p>Spr 1</p> <p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Managing feelings Explain the reasons for rules, know right from wrong and try to behave accordingly; Speaking Express their ideas and feelings about their experiences using full</p>	<p>Spr 2</p> <p>The Natural World Explore and begin to appreciate the natural world Begin to understand ways that we can look after the environment Building Relationships Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.</p>	<p>Sum 1</p> <p>Self-regulation To control their emotions using a range of techniques To reflect/comment on progress when achieving a goal. Managing Self Has confidence to take on a challenge without support.</p>	<p>Sum 2</p> <p>Managing Self Understand the importance of healthy food choices Building relationships Show sensitivity to their own and to others' needs. Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. People, Cultures and Communities Know some similarities and differences between different religious and cultural communities in</p>	<p>Money Day</p> <p>Mathematics Number To be able to explain that money is used to pay for goods and services. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>

	<p>several ideas or actions</p> <p>Building Relationships</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>People, Culture and Communities</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>People, Culture and Communities</p> <p>Be able to explain that all families are different.</p> <p>Be able to describe their family.</p> <p>Be able to explain why it is important to say sorry and to forgive.</p>	<p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			<p>this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	
Year 1	<p>Aut 1 Relationships - Friendships</p> <ul style="list-style-type: none"> Consider what makes a good friend Explain ways in which we are the same and different Understand that we can have different points of view and still be friends 	<p>Aut 2 Relationships - Families</p> <ul style="list-style-type: none"> To explore different types of families Know there are different types of families Know which people we can ask for help 	<p>Spr 1 Mental Health and Well-Being</p> <ul style="list-style-type: none"> Identifying ways to relax Identifying strategies to use if you feel worried 	<p>Spr 2 Relationships Education – Sex Education</p> <ul style="list-style-type: none"> Understand that babies become children and then adults Know the difference between boy babies and girl babies 	<p>Sum 1 Drugs and Alcohol Education</p> <ul style="list-style-type: none"> Know the rules about medicines Know what happens on a visit to hospital Know how to make an emergency call 	<p>Sum 2 Living in the Wider World</p> <ul style="list-style-type: none"> Recognise how their behaviour affects other people To name the green cross code and to know the key elements of keeping safe on the roads Begin to understand the importance of respecting and protecting the environment 	<p>Money Day Financial Education</p> <ul style="list-style-type: none"> Name different coins and notes. Understand that we exchange coins and notes for goods. Be aware of the difference between a need and a want
Year 2	<p>Aut 1 Relationships – Friendships and emotions</p> <ul style="list-style-type: none"> Know some ways to calm ourselves down Know how to make up with a friend when we have fallen out Explain what a habit is and that 	<p>Aut 2 Relationships – Families and Anti-bullying</p> <ul style="list-style-type: none"> Identify our special people and why they are important to us Understand how we might be affected by change and loss 	<p>Spr 1 Relationships Education – Sex Education</p> <ul style="list-style-type: none"> Describe the physical differences between males and females Name the male and female body parts 	<p>Spr 2 Drugs and Alcohol Education</p> <ul style="list-style-type: none"> Know what is safe and unsafe Know that some things we put into our bodies can harm us Know the role of each emergency 	<p>Sum 1 Mental Health and Well-Being</p> <ul style="list-style-type: none"> Explain that feelings can change Describe how big feelings can affect behaviour To identify words or phrases to help to manage big feelings 	<p>Sum 2 Living in the Wider World</p> <ul style="list-style-type: none"> Describe the kinds of responsibilities they feel towards their community Understand the meaning of responsibility and how they can contribute 	<p>Money Day Financial Education</p> <ul style="list-style-type: none"> Know the different forms that money takes Understand that people exchange money for goods and services Begin to understand that cost is an

	it can take time to change one	<ul style="list-style-type: none"> • Know what bullying is and be able to give examples • Know what to do if bullying happens at school 	<ul style="list-style-type: none"> • Understand that making a new life needs a male and a female 	service and how they can help us		<ul style="list-style-type: none"> • Talk about some of the assumptions made on the basis of gender 	important factor in deciding what to buy
Year 3	Aut 1 Relationships – Friendships and emotions	Aut 2 Relationships –Anti-bullying	Spr 1 Mental Health and Well-Being	Spr 2 Relationships Education – Sex Education	Sum 1 Drugs and Alcohol Education	Sum 2 Living in the Wider World	Money Day Financial Education
	<ul style="list-style-type: none"> • Know how to respond appropriately whether we agree or disagree • Begin to see things from other people’s point of view • Be able to contribute to resolving differences by looking at alternatives, making decisions and explaining choices 	<ul style="list-style-type: none"> • Know basic techniques for resisting pressure to do something that they feel is wrong • Know how to make amends for things we are ashamed of • Understand what we can do if we witness bullying 	<ul style="list-style-type: none"> • Explain how exercise can benefit mood • Identify how to include relaxation in a daily routine • Understand how people may feel during big life changes like moving or bereavement 	<ul style="list-style-type: none"> • Understand that each person’s body belongs to them • Talk about ways of dealing with unwanted touch • Understand that all families are different and have different family members 	<ul style="list-style-type: none"> • Know some of the effects of smoking on the body • Be able to make the positive choice not to smoke • Understand the benefits of an active lifestyle 	<ul style="list-style-type: none"> • Understand that people have different needs • Recognise the role of organisations that help in the community • Know what improves and harms our local, natural and built environments, and about some of the ways people look after them 	<ul style="list-style-type: none"> • Know how to spend money within a budget • Know about different ways to gain money, including earning it through work.
Year 4	Aut 1 Relationships – Friendships and emotions	Aut 2 Relationships –Anti-bullying and Bereavement	Spr 1 Mental Health and Well-Being	Spr 2 Relationships Education – Sex Education	Sum 1 Drugs and Alcohol Education	Sum 2 Living in the Wider World	Money Day Financial Education
	<ul style="list-style-type: none"> • Know some ways to overcome personal barriers to learning • Know some ways of dealing with the feelings that 	<ul style="list-style-type: none"> • Explore the different types of relationships at home, at school and in our community • Understand why we sometimes fight or run away 	<ul style="list-style-type: none"> • Explain why it is important for people to express their feelings • Identify ways of coping with big feelings • Recognise help and support 	<ul style="list-style-type: none"> • Describe the main stages of the human life cycle • Know some of the changes which happen to the body during puberty • Understand that children change into adults so that they 	<ul style="list-style-type: none"> • Know what alcohol is and how it affects the body • Understand that everyone will be affected differently by alcohol • Know some laws about drinking alcohol 	<ul style="list-style-type: none"> • Explore what ‘home’ means to them • Explore the difference between needs and wants in housing • Understand the difference 	<ul style="list-style-type: none"> • Understand the difference between income and costs and how they are recorded on a balance sheet • Have an understanding of the importance of record keeping and

	<ul style="list-style-type: none"> can arise from change Know how to set a goal to achieve a personal best Know how we can help each other to achieve our goals 	<ul style="list-style-type: none"> when we feel threatened Know why it is important to stop and think when we feel angry or stressed Understand how most people feel when they lose someone they love or care about 	<ul style="list-style-type: none"> about feelings comes from different sources Explain the importance of sleep to maintain positive mental health 	<ul style="list-style-type: none"> are able to reproduce 		<ul style="list-style-type: none"> between rights and responsibilities Begin to make decisions between reasonable and unreasonable requests 	<ul style="list-style-type: none"> budgeting in relation to personal spending Understand what charitable giving means
Year 5	Aut 1 Relationships – Friendships and emotions	Aut 2 Relationships – Families and Anti-bullying	Spr 1 Mental Health and Well-Being	Spr 2 Relationships Education – Sex Education	Sum 1 Drugs and Alcohol Education	Sum 2 Living in the Wider World	Money Day Financial Education
	<ul style="list-style-type: none"> Know that we are all valued as individuals Appreciate that a good team requires members with different skills Know how to make people feel good about themselves Know some things to do when someone is feeling embarrassed that will not make things woPSHE 	<ul style="list-style-type: none"> Explore why people might want to keep information about themselves secret (confidential) Understand what marriage is Consider if you have to be married to be a family Understand rights and relationships in forced marriages Understand civil partnerships 	<ul style="list-style-type: none"> Explain what ‘mental health’ is Explain how we can take care of our mental health To know how to get help if ourselves or others are struggling with mental health 	<ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty Explain how to stay clean during puberty Know how to get help and support during puberty Consider the role of the media and advertising in affecting our perception of body image 	<ul style="list-style-type: none"> Have some understanding of the effects and risks of illegal drugs Know a range of skills to resist peer pressure Consider the relationship between risk and ‘dare’ Understand that taking risks can have positive or negative consequences 	<ul style="list-style-type: none"> Have the opportunity to get to know children in schools in other countries Explore the way that the media can influence us Explore how the media presents information 	<ul style="list-style-type: none"> Be able to convert foreign currencies into Sterling Be able to make comparisons between prices to decide what is ‘best value’ Understand that they may need to save up for something if there isn’t enough money for everything they want or have to buy.
Year 6	Aut 1 Relationships – Friendships and emotions	Aut 2 Relationships – Families and Anti-bullying	Spr 1 Mental Health and Well-Being	Spr 2 Mental Health and Well-Being	Sum 1 Living in the Wider World	Sum 2 Relationships Education – Sex Education	Money Day Financial Education

	<ul style="list-style-type: none"> • Be able to make a long-term plan and break it down into smaller, achievable goals • Be able to see a situation from another person's perspective • Understand the importance of respecting each other's opinions 	<ul style="list-style-type: none"> • Know the difference between positive, assertive and aggressive • Know that other's families, sometimes look different from their family, but that the differences should be respected Consider when it is appropriate to share personal/private information in a relationship • Know how and where to get support if an online relationship goes wrong 	<ul style="list-style-type: none"> • Understand that vaccines help prevent a range of infections, including the flu • Understand that there are not vaccines for all infection • Know strategies for reducing and managing stress • To know some relaxation techniques 	<ul style="list-style-type: none"> • Describe the feelings and anxieties faced when moving to secondary school • Explain what actions to take if you feel worried. 	<ul style="list-style-type: none"> • Plan their journey to their new school • Know the best and safest route to school • To make safe choices while travelling independently. 	<ul style="list-style-type: none"> • Talk about puberty and reproduction with confidence • Describe the decisions that have to be made before having a baby • Know some basic facts about conception and pregnancy • Learn the importance of consent in relationships 	<ul style="list-style-type: none"> • Understand that their financial decisions could make a difference in improving the quality of life of others and protecting the environment • Explain the difference between credit, debt, borrowing and saving • Know the difference between manageable and unmanageable debt
--	--	--	--	--	--	---	--