



Stramongate School

Stramongate School
Personal, Social, Health and Economic Education
(including RHE Relationships and Health Education)

2021

INTRODUCTION

This policy sets out our school's approach to Personal, Social, Health and Economic Education (PSHE) and statutory Relationships and Health Education and we have based our policy on the statutory guidance document Relationships and Sex Education (RSE) and Health Education (DfE 2021) and guidance from Coram Life Education, when writing this policy.

Department for Education guidance states that from September 2020, all primary schools must teach Relationship and Health Education. The teaching of Sex Education in Primary Schools remains non-statutory, with the exception of the element of sex education contained in the science national curriculum, including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual well-being, will be included within PSHE/RHE education lessons.

Rationale and Ethos

At Stramongate School, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Stramongate's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Relationships Education

Relationships Education is complemented through our PSHE Coram Life Education (SCARF) Scheme of Work (see Appendix 1). Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

Roles and Responsibilities

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

The Governing Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a regular basis.

The PSHE subject lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory primary requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory primary requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships and Health Education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of support staff in order to meet pupils' individual needs.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary

schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

At Stramongate, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Stramongate we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.

Teaching will consider the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately. Curriculum design

Our PSHE programme is an integral part of our whole school PSHE/RHE education provision and is designed to meet the unique needs of pupils, not only through the Coram Life Education (SCARF) work (Appendix 1), but through our wider curriculum offers and visits (Appendix 2).

At Stramongate, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 (Appendix 4).

For the purpose of this policy:

- “PSHE Education” is defined as Personal, Social, Health and Economic education. It is the umbrella subject that relationships and health education sits within. The new requirements cover approximately 80% of the PSHE curriculum.
- “Relationships Education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- “Health Education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

The PSHE curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

Planning Our PSHE education using Coram Life Education (SCARF) is allocated on the timetable for one lesson each week.

The Coram Life Scheme of Work includes:

- Substance Misuse
- Tobacco/Alcohol
- Risk Taking /Safety
- Diversity

- Emotional and Mental Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- My Body/Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Aspirations and Goal Setting

Due to our ever-expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Monitoring, reporting and assessment

The PSHE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching through learning walks, work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

The Subject Leader supports colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

This policy is monitored by the Governing Body and will be reviewed in three years or earlier if necessary. The PSHE Coordinator will meet regularly with the Headteacher to report and update on PSHE education. Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress.

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within 'big books' which include specific focussed PSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class 'big book' where circle time discussions are recorded, pictures of activities that are completed during PSHE

lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to.

For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

Safe and Effective Practice

Throughout our Coram Life Education Scheme of Work, at the beginning of each year each class will develop ground rules that will be revisited on a regular basis. The class rules aim to create the correct environment for sensitive topics. If a teacher is posed with a question from children in regards to RSE, the teacher will answer this question as factually as possible drawing on their knowledge from the curriculum in an age appropriate way. Safeguarding at Stramongate, we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2018 will be followed. In all other cases, concerns will be recorded on CPoMS and pupils will be supported by the Inclusion Manager, Deputy Head or Head Teacher. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families. Along with Local Authority training for Teachers and HLTAs on answering sensitive and difficult questions; if the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from the Inclusion Manager, Deputy Head or Head Teacher by replying with for instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.'

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Implementation through resources

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending local KCP Subject Leader, liaising with outside agencies and professionals and local and national

updates. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Links to other relevant policies

- Behaviour
- Anti-bullying
- Child Protection and Safeguarding
- Online safety
- SEND inclusion
- Healthy Schools
- Visitor
- Single Equality Duty Act

Engaging stakeholders

This policy has been produced through engagement with the Local Authority, Governors, Teaching Staff, Parents and Children as well as guidance from the PSHE Association. We will communicate with parents and carers through Stramongate's school website, Stramongate's Facebook Page as well as ParentMail letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home. Outside visitors are used to enhance the curriculum overall. Visitors are required to follow the ethos of this policy in line with Stramongate's School Visitor policy.

PSHE Policy review date

This policy will be reviewed in March 2025 by the PSHE Coordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Relationships and Sex Education (RSE) appendix

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Stramongate Primary School.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason, we deliver puberty lessons to all children in year 4, 5 & 6. As part of RHE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty, including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Appendix 1

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

<p>Y6</p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p>Coping with changes Keeping safe Body Image Sex education Self-esteem</p>
------------------	---	--	---	--	--	--

Appendix 2 Wider PSHE/RHE Curriculum Offers

EYFS	<p>Walk around local area</p> <p>Walk to Kendal Castle</p> <p>Visit to Fire Station</p> <p>Farm Trip</p> <p>Oxfam Visit</p> <p>Police Visit</p>
Year 1 /2	<p>Allotment Project</p> <p>Transport Trip</p> <p>Judges Lodgings Visit</p> <p>Butterfly House</p> <p>Activity Days - Scooter, Circus</p>
Year 3/4	<p>Kendal College - Fell Foot canoeing</p> <p>Leyton Moss</p> <p>Vindalandia - Hadrians Wall</p> <p>Farm Visit</p> <p>Cathedral Quarry</p> <p>Rivers Trip - Kentmere to Arnside</p> <p>Muslim Mosque - Preston</p> <p>Hindu Temple Mandir - Preston</p>
Year 5/6	<p>Kendal College - Loughrigg</p> <p>High Borrans (5 residential)</p> <p>Kingswood (6 residential)</p> <p>STEM Visit - electricity day</p> <p>Stott Park Bobbin Mill</p> <p>School Nurse Visit</p> <p>Brewery Dance Project</p> <p>Swimming Lessons</p>

Whole School Participation	Library/Bookshop visit Assemblies – Including Visitors (Police, Librarians, mountain climber, online safety) Sporting competitions and taster events Life Bus Visit Music Festival Community Singing - Nursing homes, shopping centre Charity Fund Raising - Smile, Comic Relief, Children in Need, Cancer Care, Microtia
----------------------------------	---

Appendix 2 Wider PSHE/RHE Curriculum Offers

EYFS	<p>Walk around local area</p> <p>Walk to Kendal Castle</p> <p>Visit to Fire Station</p> <p>Farm Trip</p> <p>Oxfam Visit</p> <p>Police Visit</p>
Year 1 /2	<p>Allotment Project</p> <p>Transport Trip</p> <p>Judges Lodgings Visit</p> <p>Butterfly House</p> <p>Activity Days - Scooter, Circus</p>
Year 3/4	<p>Kendal College - Fell Foot canoeing</p> <p>Leyton Moss</p> <p>Vindalandia - Hadrians Wall</p> <p>Farm Visit</p> <p>Cathedral Quarry</p> <p>Rivers Trip - Kentmere to Arnside</p> <p>Muslim Mosque - Preston</p> <p>Hindu Temple Mandir - Preston</p>
Year 5/6	<p>Kendal College - Loughrigg</p> <p>High Borrans (5 residential)</p> <p>Kingswood (6 residential)</p> <p>STEM Visit - electricity day</p> <p>Stott Park Bobbin Mill</p> <p>School Nurse Visit</p> <p>Brewery Dance Project</p> <p>Swimming Lessons</p>

Whole School Participation	Library/Bookshop visit Assemblies - Visitors (Police, Librarians, mountain climber, online safety) Sporting competitions and taster events Life Bus Visit Music Festival Community Singing - Old Peoples homes, shopping centre Charity Fund Raising - Smile, Comic Relief, Children in Need, Cancer Care, Microtia
----------------------------	---