



Trinity Road Primary School

RESPECT • ACHIEVE • BELONG

PSHE and Relationships Education Policy

Reviewed	Autumn 2020
By	HT and PSHE lead
Next review	Autumn 2024
Ratified by Governors following consultation	Autumn 2024

Introduction

This document covers our school's approach to statutory relationship and health education which includes mental wellbeing.

As a school, we have decided to meet the statutory requirements in September 2020 by continuing our robust PSHE provision and ensuring the government guidance is incorporated, in order to deliver a curriculum which meets the needs of our children.

Relationship education provides pupils with the tools to identify and make positive, healthy relationships not only with others but also themselves. Pupils are taught to recognise different relationships, to develop the qualities and attributes in order for these to thrive and to manage risks that might arise in a relationships both on and offline.

Health education provides pupils with the tools to make informed decisions about their physical and mental health. Pupils are taught to identify and regulate their feelings, explore what being healthy means and to understand both physical and emotional changes during adolescence.

This policy has been produced through consultation with the school community: governors, parents, staff and pupils. We have also been informed by data in the mid-Essex region to make informed decisions on the content of the curriculum.

Relationship and Health Education at Trinity Road

Relationship and health education is taught as part of PSHE lessons. PSHE is underpinned by our mission statement: respect, achieve and belong. The curriculum is therefore taught in three blocks over each term:

- How do I build respectful relationships?
- How can I achieve good health and mental wellbeing?
- Where do I belong in the wider world?

Lessons are also reinforced as part of our whole school approach which is led by our values:

Resilient and determined

Empowered to achieve our full potential

Striving for success for all

Positive and proud

Empathetic and self-aware

Challengers of ourselves and others

Thinkers: independent and creative

We provide a comprehensive curriculum that reflects both the school community and the wider world. We aim to ensure that topics are representative of all humans and their backgrounds including, but not limited to, race, sexuality, religion, disability and gender identity.

By the end of Primary school, we hope pupils will be able to:

- Make informed choices about their health and wellbeing
- Form positive, healthy relationships
- recognise sources of help and support
- Make decisions and manage associated risks
- Recognise some of the common ways our brains can ‘trick us’ or ‘trap us’ into unhelpful thinking
- Understand how to keep themselves safe both on and offline

All types of relationships are incorporated into our curriculum including families, same-sex partners, marriage, friendships and acquaintances. Pupils are taught the qualities and skills in forming positive, healthy relationships and to be accepting of others. Key features such as consent, trust, respect and love are taught so that pupils are able to recognise nuances in relationships. Pupils are also taught to evaluate the impact that relationships have on their mental health. Pupils are encouraged to recognise the risks and challenges when forming relationships and how to identify inappropriate relationships in order to seek help both on and offline.

Pupil voice is influential to our curriculum as we adapt to their needs and deliver a broad range of topics. Pupils recognise the importance of PSHE at our school and are comfortable at having open, honest discussions with their peers and staff.

Relationship and health education is taught by the class teacher in a series of explicit lessons and timetabled daily in order to deliver a curriculum which suits the needs of our pupils in a timely manner.

The curriculum is organised in a spiral which ensures that children build on their previous learning. EYFS, Year 1 and Year 2 learn based on a yearly curriculum whilst Key Stage 2 have a two year rolling curriculum due to the mixed classes.

Curriculum A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How do I build respectful relationships?		How can I achieve good health and wellbeing?		Where do I belong in the wider world?	

Year 1	My family	My school community	Hygiene and care (including medicines)	Identifying emotions and feelings	Taking responsibility for my choices	People here to help me (including when online)
Year 2	Me and my differences	Making and maintaining friendships	Moving and growing	Accepting people's boundaries	Keeping safe with and without my carer	Using technology safely
Year 3/4	Bullying including cyber bullying	Accepting different groups and communities	Keeping physically healthy (including prescribed medicines)	Empathising with others	Respecting and protecting the environment	Basic first aid/emergency response
						YR 4: Puberty
Year 5/6	Diversity and tolerance	Puberty	Making informed choices about drugs and alcohol	The media and my identity	Contributing to society	The law
						YR 6: Transitions

Curriculum B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How do I build respectful relationships?		How can I achieve good health and wellbeing?		Where do I belong in the wider world?	
Year 1	My family	My school community	Hygiene and care (including medicines)	Identifying emotions and feelings	Taking responsibility for my choices	People here to help me (including when online)
Year 2	Me and my differences	Making and maintaining friendships	Moving and growing	Accepting people's boundaries	Keeping safe with and without my carer	Using technology safely
Year 3/4	Positive relationships (including online)	Family changes	Managing risks to my physical health	Emotional responses to challenging situations	Keeping safe (home, away and online)	Basic first aid/emergency response
						YR 4: Puberty
Year 5/6	relationships & sexuality/identity	Puberty	Making informed choices about food and fitness	Emotional Challenges	Enterprise and finance	The law
						YR 6: Transitions

Sex Education

The government recommends that 'all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence bring and –

drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.’ (Point 67 in Relationships education, relationships and sex education (RSE) and Health Education 2019)

Sex education equips pupils with knowledge about the human lifecycle and the emotional developments as they grown. It informs pupils about the physical and mental changes that will occur during puberty.

The government also recommends that the ‘curriculum should proactively address issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.’ With this in mind, we have chosen to cover some aspect of puberty in the summer term of Year 4, in order to prepare children who develop earlier than their peers. (Point 113 in Relationships education, relationships and sex education (RSE) and Health Education 2019).

The table below identifies the main concepts relating to sex education in each year group and illustrates how this is built on. It also indicates the lessons that go beyond statutory provision but we have included in our curriculum in response to the children’s questions in the past.

	Statutory - covered in relationship and health or science curriculum	Non-statutory
EYFS	<ul style="list-style-type: none"> Identify similarities and differences in objects, materials and living things 	
Year 1/2	<ul style="list-style-type: none"> Using scientific words to name body parts Comparing girls and boys Describing what changes that happen as we grow older – e.g wrinkles, grey hair, using a walking stick Understanding grownups have children 	
Year 3/4	<ul style="list-style-type: none"> Recognising changes in girls and boys during puberty The menstrual cycle. (End of year 4) 	
Year 5/6	<ul style="list-style-type: none"> Identifying body changes in boys (recap) Changes in girls including the menstrual cycle (recap) Natural conceiving of a baby and it being born Mental health during puberty 	<ul style="list-style-type: none"> Concept of contraception and common forms. How twins are created Supported ways of conceiving a baby – adoption, IVF and surrogacy Response to children’s questions within these parameters

Children have many questions that they ask within school in relation to sex education. We will endeavour to answer these broadly if they are not covered in the bullet points above so that children are not left with misconceptions.

Right to withdraw

As a school, we recognise the importance of working in partnership with parents and guardians in order to deliver a broad and balanced curriculum. It is important that parents feel they can discuss any concerns they have about the policy with a member of staff.

Guardians can find out about the content of relationship and health education topics by referring to the curriculum map. For a more detailed breakdown or to discuss any topics please consult the class teacher or PSHE Lead.

- Guardians have the right to withdraw from sex education that covers additional content beyond the national curriculum for science at Key Stage 2.
- Guardians do not have the right to withdraw their child from relationships or health education.

In order to withdraw a child from sex education, the process below should be followed:

1. Consult class teacher and or PSHE Lead on any concerns about the subject content
2. Go through relevant resources and materials which are likely to be used in lessons with teacher and/or PSHE Lead
3. Provide written confirmation to the Head teacher requesting the right to withdraw your child from non-statutory sex education

Alternative learning will be provided by class teacher during that time.

Relationships and health topics which may include elements of sex education can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. It is also important to be aware that we are unable to prevent children from talking about their learning so conversations may arise between peers.

Assessment

PSHE is not assessed formally but is judged through teacher's observations, conversations and learning outcomes in children's books. This way teachers are able to pitch future lessons appropriately and provide teaching that is challenging and appropriate for all. We have a holistic approach which develops the skills of each child when they are emotionally and socially ready. Pupils are encouraged to reflect on their own learning and progress at regular intervals.

Children with SEND are taught within the classroom. Resources and subject matter are adapted to meet their needs when appropriate.

For children who are identified as requiring further support with the development of their relationship education, pastoral support and Thrive are provided.

Safeguarding

Safeguarding relationships and health education plays a very important part in fulfilling the statutory duties all schools have to meet. Relationships education helps children understand the difference between safe and abusive relationships, including online dangers and grooming, and equips them with the skills to get help if they need them. All issues that may arise as a result of relationships teaching will be dealt with in line with school safeguarding procedures. Children will be assured that things discussed will be treated sensitively but will not promise unconditional confidentiality (see safeguarding policy). Children will be encouraged to discuss issues with parents and carers unless this puts children at risk.

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). All safeguarding procedures can be found in the school safeguarding policy.

Monitoring

Statutory relationship and health education is monitored by the subject leader and the senior leadership team. Monitoring takes place in the form of learning walks; discussions with pupils about their learning; conversations with teachers about the lesson outcomes book scrutinises alongside planning reviews and resources are monitored for their suitability and quality.

The governors will monitor this policy every four years.

Documents that inform the school's policy

- Relationship education, Relationships and Sex Education (RSE) and Health Education 2019
- Relationships education (Primary) 2019
- Physical health and mental wellbeing (Primary and secondary) 2019
- Keeping children safe in education – statutory safeguarding guidance 2016
- Equality Act 2010
- Education Act 1996