



PSHE and RSE and health education Policy

Date: Autumn 2023

Review: Autumn 2026

Ferndale Primary School

This policy is a working document, which provides guidance and information on all aspects of PSHE and RSE in the school for staff, parents/carers and governors.

At **Ferndale**, Relationship and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE) and is linked within our school values and learning 9. It aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future. The curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

Effective RHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

We believe that PSHE and RSE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation as playground leaders, reading leaders, science leaders, playground buddies, digital leaders and school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Curriculum Design

PSHE/ RSE is taught through the 'Healthy Minds Happy Me' scheme of work that follows the same topics from Key stage 1 to Key Stage 2 with age related progression and the 'You be You' programme. Our curriculum has flexibility and can be carefully adapted to respond to local public health and community issues if they arise.

The 'Healthy Minds Happy Me' curriculum comprises of 6 key modules which are revisited during the pupil's time in the school, allowing young people to add to their thinking, skills and knowledge as they develop and mature in their thinking. Each module has a character linked with one of the 6 Sandwell towns and which reflect family structures within the borough. The characters are designed to be relatable to students and provide a vehicle for introducing the themes to pupils through the use of stories and activities. These modules are:

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Theme	Description of topics	Themes addressed.
All About Me	Helping pupils to celebrate difference and manage emotions in a safe and healthy way	Self-awareness, understanding feelings, self-esteem and self-regulation
Friendships	Supporting pupils to think about the importance of friendships and social relationships in relation to their own wellbeing	Considering other people's emotions and perspectives; working together, social problem-solving
Resilience and coping	Helping pupils to develop resilience, looking after themselves and cope with change	Conflict management, positive coping strategies, reframing failure, facing adversity, self/regulation and self-control, responsible decision-making, self-management
Belonging	Building a sense of belonging through the development of secure relationships.	Celebrating differences, attachment, respecting others, culture, belonging and caring support
Being the Best Me I Can Be	Encouraging pupils to be effective learners using their personal strengths.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations
My Wider World	Helping pupils to understand their place in the community and promoting connectedness.	Being a member of a community, celebrating communities' differences and similarities and cultural awareness.

In each year, we cover the following themes:

Year 1: Friendships Module; Belonging Module; My Wider World Module.

Year 2: All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

Year 3: Friendships Module; Belonging Module; My Wider World Module.

Year 4: All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

Year 5: Friendships Module; Belonging Module; My Wider World Module.

Year 6: All About Me Module; Resilience and Coping Module; Being The Best Me I Can Be Module.

The 'You be You' programme include lessons that centre around key diversity, equity and inclusion themes, including; when I grow up, families, play time, the me inside, what is a leader, feelings and friendships.

We ensure that progressive objectives have been selected from both resources to suit the needs of the learners at Ferndale.

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Our RHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science. The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association which has a developed age-appropriate and inclusive approach to teaching RHE.

We use a variety of resources including:-

- **The Local Authority** approved curriculum model, the "Healthy Mind, Happy Me" curriculum which focuses upon developing student's mental health and emotional wellbeing. The themes addressed in the curriculum are included below.
- **School Nursing Team** approved by the local authority who deliver age appropriate classroom lessons in primary schools.
- **NSPCC** "No Pants" Talk delivered by NSPCC staff or school staff.
- **Picture News**: A nationally recognised PSHE and Citizenship focused resource which provides weekly resources focusing upon an issue in the news.
- **Police and Local Police Community Support Officers**

Engaging Stakeholders (including parents/carers/guardians and pupils).

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. **Ferndale** believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

In support of this in March 2020, Ferndale held a parents' consultation evening to inform parents of the new framework and invite any questions that parents had. Some parents were also asked to be part of a working party to organise the curriculum strands for Relationship education and Physical Health and Mental Wellbeing. See below for detail:

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

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- Talking with their children about feelings and relationships

Parents are encouraged to support the school's RHE curriculum and have access to this policy.

Relationship Education (Statutory from 2020)

Topic	Pupils should know:
Families and people who care about me	<u>By the end of year 2</u> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <u>By the end of year 6</u> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
Caring friendships	<u>By the end of year 2</u> • How important friendships are in making us feel happy and secure, and how people choose and make friends • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <u>By the end of year 4</u> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<u>By the end of year 2</u> • The conventions of courtesy and manners <u>By the end of year 4</u> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive <u>By the end of year 6</u> • The importance of self-respect and how this links to their own happiness • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<u>By the end of year 4</u> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <u>By the end of year 6</u>

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	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<u>By the end of year 2</u> • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources <u>By the end of year 4</u> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Health Education (Statutory from 2020)

Topic	Pupils should know:
Mental Wellbeing	<u>By the end of year 2</u> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

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	<u>By the end of year 4</u> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - that mental wellbeing is a normal part of daily life, in the same way as physical health - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations <u>By the end of year 6</u> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<u>By the end of year 2</u> - that for most people the internet is an integral part of life and has many benefits <u>By the end of year 4</u> - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private - why social media, some computer games and online gaming, for example, are age restricted <u>By the end of year 6</u> - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

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	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
Physical health and fitness	<u>By the end of year 2</u> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) <u>By the end of year 6</u> • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<u>By the end of year 2</u> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) <u>By the end of year 6</u> • the principles of planning and preparing a range of healthy meals
Drugs, alcohol and tobacco	<u>By the end of year 6</u> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<u>By the end of year 2</u> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

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	- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <u>By the end of year 6</u> - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
Basic First Aid	<u>By the end of year 2</u> - how to make a clear and efficient call to emergency services if necessary <u>By the end of year 4</u> - concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing Adolescent bodies	<u>By the end of year 6</u> - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes - about menstrual wellbeing including the key facts about the menstrual cycle

Equal Opportunities Statement

The school is committed to the provision of PSHE and RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Safeguarding

All staff are trained in safeguarding (KCSIE 2023). Teachers are aware that effective PSHE and RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the

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Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Teachers will be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding and Child Protection Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe, which. To support this occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of PSHE and RSE in school. Wherever possible, this information will be shared with parents.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students.

Safe and Effective Practice including answering sensitive questions.

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions. All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it important for the child to make a choice

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that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Legislation including statutory regulations and guidance.

Documents which inform the schools PSHE and RSE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Related school policies include:

- School Curriculum.
- Safeguarding guidance including Keeping Children Safe in Education guidance
- Behaviour Policy
- Inclusion policy
- Anti-Bullying Policy
- Health and Safety
- External Visitors Policy
- Equality Policy
- Online Safety Policy
- Extremism and Radicalisation in Schools Policy

Roles and Responsibilities.

Those involved in the development of this policy include:

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The Head teacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RHE messages, identifying and working with PSHE leads to address gaps in their knowledge.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme).

Parental Right to Withdraw.

Parents are **unable** to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content. The biological aspects of RSE are taught within the Science curriculum, where there is no parental right to withdraw.

At the end of KS2 school nurses deliver puberty talks for the children, which parents have the right to withdraw from.

Ferndale would encourage parents with concerns around content, to contact the school to discuss this further.

***Please note that a review of the RSHE statutory guidance is due from the government in 2024. Any updates to the policy will be made once this guidance has been published by the government.**