



# **CANTRELL PRIMARY AND NURSERY SCHOOL**

## **RSHE/PSHE POLICY**

Adopted by the Governing Body: September 2024

Date of Next Review: May 2026

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) Policy**

The national curriculum states “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions”.

### **INTENT**

#### Aims and Objectives

At Cantrell, our aim is to equip children with essential life skills that enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of school and the wider community. In doing so we develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a diverse multicultural society.

In Personal, Social and Emotional Education (PSHE) we cover the strands set out by the DfE Statutory Relationships and Health Education Guidance. These include:

- Families and the people who care for me
- Caring and respectful relationships
- Being safe including, internet safety and harm and online relationships
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention including, basic first aid

The aims of PSHE are to enable the children to:

- Develop a sense of belonging, learning how to be part of a positive and nurturing community;
- Learn how to work collaboratively and socialise with others building relationships with mutual respect and empathy;
- Celebrate diversity, accepting everyone’s right to be different and understanding that others may have different faiths and beliefs;
- Comprehend what bullying is, including cyber and homophobic bullying;
- Realise their hopes and dreams and acknowledge their personal strengths;
- Have aspirations for the future;
- Acknowledge their emotional health in regards to mental health, body image, relationships with food and managing stress;
- Establish relationships with family and friends and understand love and loss;

- Know how to keep themselves safe, including online and through social network groups;
- Understand the human life cycle and the transitions that their body will go through;
- Be self-aware, motivated and be able to manage their own feelings.

## **Planning**

*“Through Dot Com Digital, children will be given the knowledge and empowerment to make their own decisions regarding their wellbeing, health and relationships. In line with the RSHE/PSHE Framework, they will develop learning skills and awareness to help keep themselves and others safe, whilst building a secure safety network around them”*

At Cantrell Primary School, we teach PSHE as a whole-school approach. We use the Dot com Programme as this offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. It also supports our core values which are ready, resilient, resourceful, reflective and respectful. The overview of the Dot com Programme can be seen on the school website. The Dot Com Programme ensures progression which brings together PSHE, Spiritual, Moral, Social and Cultural (SMSC) development, mindfulness and emotional literacy. Each class teacher tailors the programme to meet the needs of the children in their class.

## **Implementation**

At Cantrell, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The same theme is taught across the school; as the children move through the year groups the learning deepens and broadens the children’s knowledge on a certain topic.

We allocate one lesson to PSHE/RSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. These lessons are taught by the class teacher. As we offer a cross curriculum approach to teaching many of the objectives are covered in other subjects throughout the week. At our school we aim to ‘live’ what is learnt and apply the knowledge we have gained to everyday situations in the school community. This is done through a variety of activities and whole-school events. These include:

- Assemblies
- Praise and reward systems
- A class learning charter
- School Council – representatives from each class meet regular to discuss school matters.
- Residential visits in Key Stage 2 to promote self-esteem and give the children the opportunity to develop leadership and co-operative skills.
- A variety of extra-curricular clubs, including music, arts, drama, sports and MFL.

## **Foundation stage**

The children in the Foundation Stage work towards achieving the Early Learning Goals by the end of F2. There are specific goals that link to PSHE and these can be found in the following aspects of Development Matters; Personal, Social and Emotional Development, Understanding the World and Physical Development. The Foundation Stage children also follow the Jed and Ted units of work, however, PSHE is weaved into the various topics that are taught throughout the year.

## **Teaching PSHE to children with Special Educational Needs (SEN)**

At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs (SEN). Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures our teaching is matched to the child's needs. Children identified with SEN and/or needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to PSHE. We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment and Recording**

Each year group has a floor book specifically for PSHE, this contains all of the weekly activities that the children complete as part of their lesson. It also has an assessment sheet with non-negotiables that the children and teacher complete together at the end of a topic. There are two non-negotiables per topic, a purple objective for PSHE and a green objective for emotional literacy and SMSC development.

RSHE/PSHE Subject Leaders conduct monthly pupil voice interviews to each year group to assess what the children have been learning. Subject Leaders also look at RSHE/PSHE Floorbooks and working wall displays as a form of assessment and recording.

Teachers report the achievements of pupils in PSHE to parents in written reports once a year and verbally at parents' evening which are held twice a year.

## **Resources**

All teacher and higher-level TA's have a log in for The Dot com Programme. It is also saved on the school server under the current Cantrell Curriculum in the PSHE/RSHE section.

## **Monitoring and Review**

The PSHE/RSHE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE/RSHE, by giving them information about current development in the subject and by cascading information and ideas from meetings, networks and courses back to the staff. A named member of the school's governing body is briefed to oversee the teaching of PSHE/RSHE. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future development.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

## **Impact**

Our structured programme for PSHE/RSHE ensures that children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. The education that we provide at Cantrell primary school has a positive impact on the whole child, providing them with the knowledge skills and attributes that they need to succeed at school and in the wider world.

Note; The PSHE/RSHE Policy should be read in conjunction with other Cantrell policies.

# **Relationships Sex and Health Education (RSHE) Policy**

“The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings”. (Gov.uk)

## **INTENT**

### **Aims and Objectives**

Our key aim in providing RSHE throughout our school is to safeguard our pupils. During their time at Cantrell children will learn key knowledge and skills to help keep them safe and prepare them for the responsibilities and experiences of adult life. We provide effective RSHE for all pupils in support of that offered by parents, who are the first educators of their children in this area. This policy has been written with regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop an understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

### **Planning**

Our RSHE/PSHE planning ensures that children learn about relationships, diversity, respect, healthy lifestyles, safety, their body and how it changes. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. At Cantrell RSHE/PSHE is taught in every year group, we follow the DOT COM Programme which helps us to

provide a curriculum that is appropriate to the children's age, ability and level of maturity. The programme is progressive, building on the children's knowledge, understanding and skills year on year. We work towards objectives in each year group to support the outcomes outlined in the government RSHE guidance. The Relationships part of the guidance is made up of 32 outcomes that the children must know by the end of primary school. The Health section comprises of 35 outcomes that are statutory, this does include a part called the 'changing adolescent body' which has 2 outcomes relating to understanding puberty. Our programme does include teaching about lesbian, gay, bi-sexual and transgender (LGBT) relationships, we believe that this allows all of the children to feel respected and included and also reflects our community and the wider world. Only a small amount of lessons across the entire RSHE programme focus on LGBT. The term LGBT is not mentioned specifically in teaching in Foundation and Key Stage One. The children explore different family structures through looking at pictures and talking about their own families. In Key Stage Two the children are taught what the term LGBT means. Lessons about bullying also provide an opportunity to discuss and address homophobic language. In addition to Relationships and Health education we also cover sex education. The content of sex education includes learning about reproduction, pregnancy and birth, as well as consent. The sex education part of the guidance states that it is NOT statutory at primary school, however it is recommended. At Cantrell our sex education teaching starts in year 4 and the learning is very much age appropriate. To understand our coverage of RSHE teaching at Cantrell please see the attached Dot Com overview. At Cantrell we acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices. Consultation process The RSHE policy has been developed following consultation with the whole school community.

## **Implementation**

As a school we follow the Dot Com programme all teachers have access to the learning objectives and the planning, it is all teacher's responsibility to ensure that the planning and delivery is appropriate for the children in their class.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy. Lessons are weekly and taught by the class teacher or higher level teaching assistant. Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

RSHE is also woven into other parts of the day including assembly times, class discussions, circle times, story time (if there is an appropriate link) and through the teaching of other subjects.

## **Links to other subjects**

Some elements of RSHE are delivered through national curriculum Science:

### **Year 2 Pupils should be taught to:**

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

### **Year 5 Pupils should be taught to:**

- describe the changes as humans develop to old age.

## **Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

## **Resources**

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. These resources are taken from the DOT COM Programme and are saved on the school server in the 'Current Cantrell curriculum RSHE/PSHE' folder. If you would like to discuss any of the resources in more detail please contact the head teacher.

## **Parents' involvement and the right to withdraw from sex education.**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents are routinely informed about RSHE through curriculum letters, explaining what their child will be learning each term. We will consult with parents on an annual basis about any needs they may have in relation to our RSHE programme, this is done by sending out a parents' questionnaire.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in years 4-6 by sending a letter or email to the Headteacher. Please note, there is only one lesson in each year group that children can be withdrawn from. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

## **Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

## **Staff training**

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

## **Confidentiality, safeguarding and child protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

## **Menstrual wellbeing**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available
- Pupils can access sanitary products
- For those experiencing period poverty free sanitary protection can be accessed When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact a member of staff.

## **IMPACT**

At Cantrell we are educating our children to live in the real world. We believe that our structured RSHE teaching ensures that the children learn life skills that equip them to stay safe, happy and healthy. Our spiral curriculum means that everything that the children are taught is age appropriate and it avoids information overload and confusion. Our RSHE programme provides children with accurate information, and helps to answer some of the misconceptions that they may hear, which can lead to fright and confusion. The children understand that there are many types of relationships and they know how to form and maintain them so that they have a positive impact on their life. Our children at Cantrell learn about online relationships and how to look after themselves and stay safe. Children are taught about their bodies and understand what will happen during

puberty. Children are provided with an introduction to human reproduction and learn that it is part of a loving, caring adult relationship.

## **Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards the RSHE learning outcomes. These include peer and self-assessment alongside marking. Children's progress is tracked at the end of each half term and using children's pupil voice.

## **Monitoring and reviewing**

The RSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of RSHE, by giving them information about current development in the subject and by cascading information and ideas from meetings, networks and courses back to the staff.

A named member of the school's governing body is briefed to oversee the teaching of RSHE. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future development.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan. If you have a complaint about any aspect of our RSHE provision please address this to the head teacher.

Note This policy should be read in conjunction with other policies including, Safeguarding and science.

Signed: Jas Bilkhu and Kate Wray – RSHE and PSHE coordinator's  
September 2024