
St. Nicholas at Wade CE Primary School

Personal, Social,
Health, Sex and
Relationships
Education Policy

Author: Taralee Kennedy
November 2022
To be reviewed: November
2024

Personal, Social, Health, Relationships and Sex Education Policy

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.’

(Secretary of State Foreword, 2019 SRE Statutory Guidance)

All schools must provide a broad and balanced curriculum which: “promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.” (Education Act 2002)

Mission Statement

At St Nicholas at Wade we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. PSHE and SRE play a crucial role in this and are considered a vital part of our pupils experience in school. As such, all pupils are given opportunities to put in place the key building blocks of healthy lifestyles, respectful relationships, personal safety both on and offline and informed decision making to prepare them for living in the wider world.

The school used the Heartsmart and Medway Curriculums as the base for the teaching of PSHE and SRE across the school.

SRE Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information and exploring issues and values.

SRE is not about the promotion of sexual activity.

Policy Development

This policy has been developed in consultation with staff, and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties (including Governors) were invited to read the policy draft and respond with their thoughts. It was done in this way due to Covid-19 restrictions
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Aims	Objectives
1. To provide a Personal, Social, Health Relationships and Sex Education (PSHRE) programme that enables children to become healthy, independent and responsible members of their community and the wider society.	<ul style="list-style-type: none"> • To establish clear ground rules regarding the way in which pupils will treat one another during these lessons. • To provide access to balanced information and differing views for pupils. • To ensure pupils have a good understanding of the choices that lead to a healthy lifestyle, successful relationships and good citizenship.
2. To provide opportunities for children and young people to reflect on and clarify their own values and attitudes and explore conflicting range of values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.	<ul style="list-style-type: none"> • To provide an environment in the classroom in which sensitive discussions can take place. • To give opportunities for questions and answers in small groups and individually. • To ensure that misconceptions are addressed so that pupils know more, remember more and understand about PSHE and SRE.
3. To contribute to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.	<ul style="list-style-type: none"> • To ensure pupils use the internet and social media responsibly and safely. • For pupils to make informed choices with regard to how they treat themselves and others.

	<ul style="list-style-type: none"> To give children a clear understanding of their rights and responsibilities.
4. To enable pupils to develop an understanding of themselves both mentally and physically, their empathy and the ability to work with others which will help pupils to form and maintain good relationships and better enjoy and manage their lives.	<ul style="list-style-type: none"> To ensure all children are prepared for both the physical and emotional changes of puberty including menstruation. To ensure pupils are able to understand and use the correct terms to describe themselves and their bodies.

Curriculum

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. Children are introduced to Heartsmart and the story of Boris the Robot.

In KS 1 & 2 our curriculum is delivered in discrete lesson time by class teachers and is formed by following the Heartsmart scheme of work and the relevant sections in the National Curriculum for Science (biology), PE (health and fitness) and Computing (internet safety). Relationships are also considered as part of the RE Understanding Christianity scheme of work.

Our Heartsmart termly topics are:

1. Get Heartsmart (meet Boris)
2. Don't Forget To Let Love In (I am Special)
3. Too Much Selfie Isn't Healthy (I love others)
4. Don't Rub It In, Rub It Out (I am a good friend)
5. Fake Is A Mistake (I tell the truth)
6. 'No Way Through', Isn't True (I can do it!)

The detailed framework showing coverage of both PSHE and Relationships and Health Education within Heartsmart is found at the end of this policy (Appendix 1)

Links to the National Curriculum for Science are also found at the end of this policy (Appendix 2).

In addition some specific discrete lessons are⁴ used from the Medway Primary PSHE Education scheme of work (Appendix 3).

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

Aspects of this curriculum are also addressed outside of discrete lesson time through work on our school values (Courage, Resilience, Honesty, Kindness and Being the Best You Can Be). Collective worship and some adhoc activities to address issues as they arise in school or in the wider world.

This is the statutory aspect of Relationship and Science education that parents cannot opt out of.

However, as a school we have decided to offer sex education in Years 1 and 2 and then again in Years 5 and 6 for our pupils. This will focus on:

- Correct vocabulary for male and female genitalia
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

NB Appendix 2

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 and house captains, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan worship 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.

For more information about our curriculum, please see the Appendices.

Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE & SRE 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 1 and 2 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 and SRE 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.

Equal Opportunities

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity or special educational needs.

All of our SRE areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Additional Educational Needs/Special Educational Needs

All pupils will have access to the full National Curriculum for PSHE and SRE. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

Parent Withdrawal

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and SRE Policy;
- Answer any questions that parents may have about the PSHE/SRE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE/PSHE in the school;
- Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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 on 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. It ensures that children are aware of the correct vocabulary for the parts of their body. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation.

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

Parents do have the right to withdraw their children from the (non-statutory/non-science) components of sex education within SRE. A letter will be sent at the start of term to introduce questions and areas that will be covered. See Appendix 4.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

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

The Headteacher is responsible for ensuring that SRE is taught consistently across the school and for managing requests to withdraw pupils from (non-statutory/non-science) components of SRE.

Christian Ethos and supporting documents

This policy reflects the St Nicholas at Wade Church of England Primary School's ethos, Christian Foundations and philosophy to the teaching and learning of SRE.

It should be read in conjunction with the Health Education document (DFE, 2019), with the Heartsmart Principles and Values and Medway Primary PSHE.

Other linked documents:

- School Values
- Safeguarding Policy
- Antibullying Policy
- Safe Internet Use Policy
- Science Policy
- Computing Policy
- Behaviour Policy

Appendix 1 – Detailed Framework showing coverage of PSHE and Relationships & Health Education – cannot opt out

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	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.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	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.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



RELATIONSHIPS & HEALTH EDUCATION

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me <i>Pupils should know...</i>						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
	Caring Friendships <i>Pupils should know...</i>						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
HEALTH EDUCATION							
Mental Wellbeing <i>Pupils should know...</i>							
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	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.	✓	✓	✓	✓	✓	✓
MW3	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.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	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 <i>Pupils should know...</i>							
RR1	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.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	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.		✓	✓	✓	✓	✓
RR6	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.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	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).	✓	✓		✓		
MW10	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 <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	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.				✓	✓	✓
ISH3	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.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	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.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	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.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	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).		✓				
	Drugs, alcohol and tobacco <i>Pupils should know...</i>						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

Appendix 2 – Table to show coverage of Science and PSHE and SRE

	Science (cannot opt out)	Sex Education (can opt out)
EYFS	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • He/she knows about similarities and differences in relation to places, object, materials and living things. He/she makes observations of animals and plants and explains why some things occur, and talk about changes. 	
YEAR 1	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Naming of body parts will include correct names for male and female genitalia; Vagina, Penis, Testicles
YEAR 2	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene 	
YEAR 3	<ul style="list-style-type: none"> • Identify that animals including humans need the right types and amount of nutrition 	
YEAR 4		
YEAR 5	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age including puberty and the menstrual cycle • Describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> • Recap vocabulary from Year 1 and 2 plus Urethra, Vulva, Pubic Hair, Clitoris, Anus • Menstruation • Wet Dreams
YEAR 6	<ul style="list-style-type: none"> • About where to get more information, help and advice about growing and changing, especially puberty. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<ul style="list-style-type: none"> • Processes of reproduction and birth as part of the human life cycle • How babies are conceived and born (and that there are ways to prevent a baby being made) • How babies need to be cared for

Appendix 3 – Discrete Medway Primary Sex Education Lessons

Year	Learning Outcomes
Year 1 and 2 Lesson 3 – Everybody’s Body	<ul style="list-style-type: none"> • Describe gender similarities and differences between ourselves and others • Challenge simple stereotypes about boys and girls • Recognise and use the correct names for parts of the body including vagina, penis and testicles
Year 5 Lesson 1 – Time to Change Lesson 2 – Menstruation and Wet Dreams Lesson 3 – Personal Hygiene Lesson 4 – Emotions and Feelings	<ul style="list-style-type: none"> • Identify some of the physical changes that happen to bodies during puberty • Scientific vocabulary for males and female genitalia and reproductive organs • Explain what happens during menstruation • Explain what is meant by ejaculation and wet dreams • Explain how and why it is important to keep clean during puberty • Describe ways of managing physical change during puberty • Respond to questions about puberty • Describe how emotions and relationships may change during puberty • Explain where to get the help and support we might need during puberty
Year 6 Lesson 1 – Puberty recap Lesson 4 – How a baby is made	<ul style="list-style-type: none"> • Identify links between love, committed relationships and conception • Explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • Explain what pregnancy means, how long it lasts and where it occurs

Appendix 4 – Form for Parents to opt out of discrete Sex Education lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

Appendix 5 – Letter to be sent home at the start of term

Dear Parent/Carer,

Sex and Relationship Education, (Insert Year Group)

During this term we will be looking at the following areas as part of our Sex and Relationship Education (SRE) within School. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE).

Insert Year Group summary of areas studied

Your child will be studying the topics as detailed in the Medway Primary lessons table outlined in this policy.

Appropriate questions that arise from the children during each lesson will be answered honestly. We recognise that parents play an important part in their child's SRE, and we would like to encourage you to explore these questions / topics with your child at home as well.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum. Please see the table to see which elements are statutory in our Science/PSHE education and which are not. If you would like to discuss this, please contact the Headteacher. If you have any questions about the curriculum and its coverage please contact the class teacher or the PSHE/SRE leader.

Yours sincerely

Class Teacher