



# Park Street C of E Primary School



**POLICY:**

PSHE (RHE)

**Date of approval:**

MAY 2022

**Date of review:**

MAY 2025

# Park Street Church of England VA Primary School and Nursery

In our school our Christian vision shapes all we do.

Flourish and  
"Let your light shine."

Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

## Introduction and Context

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, management committee members, and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
  - Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school children
  - Sets out how Relationships Education meets schools' legal requirements to promote well-being (Children Act 2004) prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006) meet the school's safeguarding obligations comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents' right to withdraw.

This policy was developed by a working group with representation from Senior Leaders and staff. We also consulted with a local authority committee. We have taken account of the

- Statutory guidance on Relationships Education and Health Education (DfE Feb 2019)
- Hertfordshire's example policy November 2019
- Equality Act 2010 and the Public Sector Duty

## Staff

Teachers delivering RHE will use a variety of teaching methods including establishing ground rules, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Teachers are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE. Staff do not have the right to opt out of teaching RHE.

Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

### **Curriculum Intent**

At Park Street Primary School, we want all pupils to be healthy in mind, body and soul. We aim to inspire, encourage and support all pupils to become well-rounded members of society. We want pupils to recognise and form positive relationships with all and know how to protect themselves within a fast changing 21st century society. Nourished by our school values of love, joy, courage and truth; and rooted in our fundamental British values. We want our pupils to become well-adjusted members of the local and wider community. We want them to recognise and follow healthy behaviours and to be at peace with themselves and with others.

In Park Street Church of England Primary School and Nursery, we want young people to flourish, become resilient and to gain every opportunity to live fulfilled lives. Relationship and Health Education (RHE) is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual/general health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life. All aspects of our RHE curriculum will comply with the requirements of the Equality Act of 2010, and will promote the fundamental teachings of our British values.

As a Church of England School, our RHE lessons will help pupils to explore the foundation ethic expressed as “Love your neighbour as yourself” (Mark 12:31). In everything we will seek the aspiration of our school vision to “Love each other like brothers and sisters. Give your brothers and sisters more honour than you want for yourselves.” (Romans 12:10).

The Church of England and its schools are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: “I came that they might have life, and have it abundantly.” As a Church of England school, we will implement the Christian message in our RHE curriculum of ‘love, joy and the celebration of our humanity without exception or exclusion where everyone is a person known and loved by God, supported to know their intrinsic value.’ (Valuing All God’s Children by The Most Revd and Rt Hon Justin Welby Second Edition Summer 2019).

This policy has been drawn up following consultation with staff, governors and parents/carers, in line with Government directive for implementing an agreed RHE curriculum from Autumn Term 2020.

### **How will RHE be taught in our school?**

At Park Street C of E Primary School and Nursery, RHE is taught by well-trained staff. It is important that pupils have confidence in the teacher and that a ‘safe space’ is created where pupils feel confident and can ask age appropriate questions. Occasionally, elements of it will be taught by outside agencies (such as first aid).

### Curriculum

From September 2020: it will be statutory for schools to deliver Relationships Education in primary schools and to deliver Health Education, which covers the key facts about puberty and the changing adolescent body. Following these statutory requirements, RHE in Park Street C of E Primary School and Nursery will be delivered through our chosen scheme of work called ‘Scarf’, which is produced by

the charity Coram (Life Education). This has been adopted by the Governors. Appendix A shows the Scheme of Work across the school and what will be taught in each year group.

RHE is timetabled to be taught weekly and may be taught through other subject areas, such as Science, P.E. or I.C.T.

Each classteacher will have an online log in to access resources/planning and other resources which are stored centrally.

As with all subjects taught in school, Park Street C of E Primary School and Nursery, RHE teaching is of a high quality that is differentiated and personalised so that all pupils and pupils with SEND or those with known learning and understanding needs, will have the content made accessible to them by their classteacher, who will be further supported by the SENDCo, if necessary. Staff at Park Street C of E Primary School are confident in ensuring all children will be able to access the content of lessons at an appropriate level of understanding.

### Assessment

Assessing learning in RHE education will be used to demonstrate progress, and to identify future learning needs. Classteachers will use a combination of teacher assessment and pupil self- and peer assessment and will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic being taught. Each half term unit in the Scarf scheme of work, provides succinct 'I can' statements, summarising learning against each unit's key learning outcomes. This will allow pupils opportunities to reflect on their own learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.

### Individual aspects of RHE

1. Relationships Education is learning about how to:

- be appreciative of existing relationships.
- form new healthy relationships.
- enjoy strong positive, non-exploitative, caring relationships online and in person.
- know how to seek help if relationships are causing concern.

Pupils will be taught how to ensure that they treat themselves and others, at all times and in contexts, with dignity and respect. Our taught curriculum will reference family relationships including marriage, friendships and relationships with peers and adults.

We aim to help the children to learn to have healthy relationships with others.

By the end of primary school pupils will know about families and people who care for them.

- Families: They will know the characteristics of healthy family life and that others' families, either in school or in the wider world, may 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.

They will know that stable, caring relationships, are at the heart of happy families, and are important for children's security as they grow up.

They will know that marriage in current UK Law represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. We will sensitively consider

faith perspectives: taking into account the diverse religious backgrounds of our pupils and the distinctive Church of England teaching.

They will know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

- Social: They will know that healthy friendships are positive and welcoming towards others and the characteristics of friendships.

They will be taught the importance of respecting others, including those with characteristics different from their own (for example, physically, in character, personality or backgrounds), or making different choices or have different preferences or beliefs. Pupils will be taught practical steps they can take in a range of different contexts to improve or support respectful relationships.

They will know the conventions of courtesy and manners and the importance of self-respect and how this links to their own happiness. For example, in our school, we will model and encourage pupils to use everyday conventions such as 'please' and 'thank you', sharing and turn taking.

They will know 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. Pupils will know 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.

They will be taught what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Pupils will know that people sometimes behave differently online, including by pretending to be someone they are not and 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.

- Personal: They will know the rules and principles for keeping safe in all aspects of their lives including online, where they will be taught how to recognise risks, harmful content and contact, and how to report them.

They will be taught how to consider critically their online friendships and sources of information including awareness of the risks associated with people they have never met and how information and data is shared and used online.

They will know 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.

They will know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

They will know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know and how to recognise and report feelings of being unsafe or feeling bad about any adult.

They will know how to ask for advice or help for themselves or others, and they will know how to report concerns or abuse, and where to get advice and support.

### **Health Education in Park Street C of E Primary School and Nursery:**

Health Education is learning about being in a healthy relationship with myself and how to look after myself. It includes how to:

- Maintain a healthy lifestyle / body, (exercise, diet and environment).
- Understand the natural changes to their body as they grow older.
- Appreciated the benefits of wellbeing and mental health.

By the end of primary school, pupils should know about key facts about puberty and the changing adolescent body, particularly from age 9-11, including physical and emotional changes. In Park Street Church of England Primary School and Nursery, staff and Governors have decided that it is important to include learning about the human body parts, growth, puberty and reproduction. All of these key themes follow the DfE statutory guidance which states (p. 23) the following in relation to Sex Education:

"The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals." The naming parts of the body comes under the Being Safe category of Relationships Education, statement number 7: How to report concerns or abuse, and the vocabulary and confidence to do so, as well as National Curriculum Science and is again, a statutory requirement. The scheme of work being used by Park Street C of E Primary School and Nursery to deliver RHE, 'Scarf' by the charity Coram (Life Education) have cross referenced lesson objectives to the relevant objectives from the National Curriculum for Science and to DfE statutory requirements, therefore, parents do not have the right to withdraw their children from those aspects of RHE that are taught in National Curriculum Science or where RHE issues arise incidentally in other subject areas.

Any lessons where 'sexual intercourse' is mentioned, therefore becoming 'Sex Education' will not be taught.

The teaching of Menstruation will follow the statutory guidance which states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. In Park Street C of E Primary School and Nursery, we follow best practice and requirements of the Health Education which states that 'menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the National Curriculum for Science.' There may be the need for additional sessions about menstrual wellbeing, which will be led by the classteacher or by a female member of staff.

Pupils will also know that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils will know how to recognise and talk about their emotions and they will know that there is a normal range of emotions.

They will know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. They will know 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). They will know how to stay safe online and where to get help if the need arises, for example, Childline, NSPCC.

They will know 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. They will also know 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.

Pupils will know the importance of regular exercise and the risks associated with an inactive lifestyle (including obesity). They will know about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. They will know how and when to seek support including which adults to speak to in school if they are worried about their health. They will know what constitutes a healthy diet and the characteristics of a poor diet and risks associated with unhealthy eating (for example, tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). They will also know how to prevent illness, sunburn, tooth decay for example, and about personal hygiene.

Pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

They will also know how to make a clear and efficient call to emergency services if necessary and know the concepts of basic first aid, for example dealing with common injuries, including head injuries.

Parents will be regularly informed of when certain aspects of RHE curriculum will be taught, and as with all subjects taught in Park Street Primary C of E School and Nursery, parents and carers will be able to view materials and meet with the class teacher prior to the teaching of RHE, to view and discuss content if the need arises. Any issues and concerns will first be dealt with the class teacher. The Headteacher and governors will also be available to meet with parents to discuss any issues and concerns, if the need arises.

This policy should be read in conjunction with the following policies:

Child Protection Policy

Positive Behaviour Policy, including anti-bullying

Equality Policy and Statement

SEND Policy

DfE Keeping Children Safe in Education

## Appendix A: RHE Scarf curriculum grid the school will be following

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

## Appendix B Frequently Asked Questions

*Will I be able to know more about the detail of the lesson units, individual lessons and resources before they are taught?*

We wish to work in close partnership with you in this very important area of your child’s learning and wish you to be as informed as possible to support learning or answer questions at home. We will invite all parents and carers to view materials and discuss content of lessons relating to the sex education content of lessons in the term before they are going to be taught. Our curriculum is carefully planned to be age appropriate and to build on prior learning over the key stages using the SCARF scheme of work. This scheme is used by many primary schools across the country and meets the DfE statutory requirements. If you want to find out more detail of our RHE curriculum, look in the parent section of our website.

*What if there is a particular personal or family circumstance that may link to an aspect of the learning?*

As always we wish to be well informed about your child to support their learning and will invite you to speak with the class teacher or designated safeguarding lead if there is anything that you feel we



need to be aware of so we can agree any adjustments or considerations in delivering the curriculum to your child or to the class.

*How will children know not to talk about personal matters to their peers?*

It is natural for children to be curious about their body and its development and to talk about this and their feelings and sometimes their worries with their friends. In all aspect of RHE learning teachers will, age appropriately, set 'ground rules' for discussion and start lessons by creating a safe, secure learning environment with clear boundaries; this is a key aspect of the 'SCARF' scheme the school has chosen to adopt. Teacher resources include guidance for dealing with sensitive issues.

In Year 1 'ground rules' may include circle time rules so children learn to be respectful of each other

In Year 5 'ground rules' may include: not sharing our own or our friend's personal experiences, not asking personal questions, the right to 'pass'.

As with all aspects of our teaching and learning, discussion will follow our values to respect each other and many aspects of learning will be depersonalised through role play and the use of scenarios.

*What if I do not wish my child to take part in RHE education lesson?*

We believe that our RHE curriculum will prepare your child for the physical, social and emotional aspects of growing up and hope that all children will access all parts of this learning. Although parents/carers have the statutory right to withdraw their child from the sex education part of the teaching, in Park Street C of E Primary School and Nursery, we interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science.

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We have adapted the Y6 lesson content to ensure no non-statutory sex education is taught by omitting the sexual intercourse element.

If you have a concern, we invite you come and discuss this with us and make an appointment to meet with the Head teacher.

*What aspects of RHE are covered by other statutory areas of the curriculum?*

Park Street Primary has a statutory duty to teach the following National Curriculum Science Key Stage 1 and 2

Key Stage 1:

- name and locate parts of the human body, including those related to the senses (year 1)
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults (year 2)

Key Stage 2:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### Statutory Relationships and Health Education

#### By the end of primary school

- key facts of puberty and changing adolescent body particularly from age 9 – 11 years, including physical and emotional changes
- menstrual well-being including key facts about the menstrual cycle
- the importance of permission-seeking and giving relationships with friends, peers and adults
- that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical or other contact.

Parents/carers do not have the right to withdraw their child from the above aspects of the statutory curriculum.

*Will the school be using external professional to support RHE learning?*

As with all areas of teaching, we hope to sometimes enhance children's learning with the expertise of outside agencies and professionals. In teaching aspects of this curriculum the school may invite health professional e.g. the school nurse, first aiders or wider agencies and their resources e.g. NSPCC to support learning for both children and their adult.

*Some of the vocabulary that is being included appears to be very formal and not something we would use at home – why is this being introduced to children?*

Key to our RHE teaching, is to ensure our children grow up to be safe and make informed choices. We believe that the best possible way to support this, is for children to know the correct names for their body parts so they may never use vocabulary that may cause offense or upset anyone and if they should they ever need to report a concern related to their body, the vocabulary they use will be clear. Research tells us that in some criminal cases some reports using informal terms can result in a lack of accuracy.

*How does this curriculum support our school values and Christian ethos?*

Our RHE curriculum follows statutory guidance. However, in selecting resources to support our learning teachers reviewed a variety of schemes and felt that the SCARF materials have clear focus on teaching the values of friendships, being respectful and tolerant, being kind.