

**Personal, Social, Health & Economic (PSHE) and**

**Positive Relationships (RHSE) Policy**

**Our Vision**

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

**Rights Respecting School**

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

* Article 24 - Children have the right to be healthy – physically and emotionally
* Article 2 – Non-discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status.
* Article 3–The best interest of the child must be a top priority.
* Article 6 – survival and development. Every child has a right to life.
* Article 13– freedom of expression, belief and religion.
* Article 17 - Children have the right to reliable information.
* Article 19 – Protection from violence, abuse and neglect, children have the right to be safe
* Article 23–Children with disability have the right to live a full and decent life with dignity and independence, and to play an active part in the community.

**Policy Updated: May 2021**

**Policy Renewal frequency: every 2 years**

**Policy Renewal Date: May 2022**

**Rationale**

We believe that effective Personal, Social, Health and Economic education alongside Relationships education teaching makes a significant contribution to pupils’ emotional health and wellbeing; giving them the knowledge, skills and understanding they need to become informed, active and responsible members of families and of social and economic communities.

The PSHE and Positive Relationships Curriculum at Virginia Primary School reflects the school ethos and demonstrates and encourages the following values:

* Respect for self
* Respect for others
* Responsibility for own actions
* Responsibility for family, friends, school and wider community.

Virginia is committed to putting safeguarding at the heart of everything we do and this includes teaching PSHE and Positive Relationship as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.

We aim to ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.

We want all children to understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.

“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.”

***(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 -)***

We will deliver the PSHE and Positive Relationships curriculum in a safe and secure learning environment, with staff that pupils know and trust. Staff will be supported in the delivery of the curriculum by specialists, such as the School Nurse and Local Authority Advisers from The Healthy Schools Team. This will ensure that staff are knowledgeable, feel competent and confident about teaching potentially sensitive content.

The curriculum has been written with reference to the current statutory National Curriculum requirements; the relevant legislation; the LBTH Primary Schools RSE mapping tool (appendix 1); DFE guidance for Personal, social, health and economic (PSHE) education, 2020 and the PSHE Association’s primary programme builder.

The school has been advised by Local Authority consultants in preparation of this document, taking into account the three key principles below:

We believe:

* Pupils have an entitlement to a programme of health and relationship education
* Any such programme should be age appropriate and should address the whole person in terms of information, moral development and emotional and social maturity
* Parental and community views will be taken into account in defining the policy and teaching programme.

Other related policies and documents include; Anti Bullying Policy, Safeguarding and Child Protection Policy, Teaching and Learning Policy and Single Equality Policy.

**Curriculum Design and Teaching Programme**

At Virginia Primary, the PSHE and Positive Relationships curriculum is taught both discreetly, through circle time and philosophy for children (P4C) sessions, through whole school assemblies, through special assemblies or themed weeks often involving a wide range of visitors and visits as well as being firmly embedded in the timetable and all curriculum areas across the school.

‘*Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.’*

DFE, 2020

**Aims and Objectives**

Our policy embeds statutory Health Education, Relationships Education and Science into our PSHE and Positive Relationships Curriculum which also includes non-statutory economic wellbeing education.

**We aim for all children to:**

* know and understand what is meant by a healthy lifestyle and how to look after their physical and mental health;
* be aware of how to keep themselves safe and how to make safe choices;
* develop the understanding and skills to manage their feelings and encourage themselves and others to make the right choices;
* understand what makes a good relationship with others, to demonstrate respect, empathy and care towards others;
* understand mental wellbeing, including being able to manage change, loss and bereavement;
* develop a deep understanding of children’s rights and demonstrate a commitment in being advocates for those rights;
* be thoughtful and responsible members of their community and their school, be proud to be part of the community and inspired to make a difference;
* become active members of a democratic society with a desire to make positive changes to our world;
* develop self -confidence and self-esteem and always strive to be the best they can be and to follow their dreams;
* develop a strong sense of self and mutual respect and equality, irrespective of culture, gender or sexual orientation;
* understand discrimination and prejudice in line with our single equality policy. This means discussing different family units and relationships including same sex relationships; discussing stereotyping and prejudice in the work place and the impact on ethnic minorities and communities;
* recognise risks in different situations; this includes recognising online pressures and what kind of physical contact is acceptable and unacceptable.
* be empowered with the appropriate vocabulary in order to communicate any concerns and to gain help.
* develop an understanding on matters of their growing bodies and personal hygiene;
* For all children in year 5 and 6 to understand about the changes experienced during puberty; to recognise as they approach puberty how peoples’ emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

**Sex Education Additional Offer**

A single additional offer, consisting of a Female Genital Mutilation (FGM) Awareness workshop; the only non-statutory programme of study for pupils at Virginia will be offered to all children in Year 5 and Year 6 in the second half term of the Summer. Parents will be able to choose to take up this offer.

We want children to be aware of risks associated with FGM, equipping them with the knowledge that female genital mutilation is against British law and of what to do and whom to tell if they think they or someone they know might be at risk of FGM. This is a safeguarding issue.

The additional topics set out below will **not be included** in the formal teaching programme.

* Sexual reproduction and the reproductive cycle in humans
* Contraception
* Abortion
* Questions pertaining to sex which go beyond what is set out in Relationships Education.

**Parental Involvement**

We are committed to working with parents and carers and will share the curriculum intention for PSHE and Positive Relationships for their child’s particular year group. This will enable parents and carers to understand which areas their child is learning each term and to encourage discussion of topics at home.

Parents have the legal right to exempt their children from any sex education teaching which does not form part of the National Curriculum for Relationships Education, Health Education or Science. Parents will be informed before any additional offer takes place and provided with an outline of what this will incorporate. Parents that require further clarification will be invited to contact the head teacher. Any parent wishing to exercise their right to exempt their child from the additional offer will be asked to do so in writing, addressing their request to the head teacher. This parental right will not be implemented in a way which inhibits spontaneous discussion or questioning in lessons.

**Visits and Visitors**

We recognize that London provides a wealth of opportunities for children to learn more about PSHE and positive relationships through places such as the Houses of Parliament, Courts of Law, a variety of workplaces, community or charitable organisations and events.

We also recognise how talks from a variety of inspirational visitors can contribute positively to children’s learning and understanding. Therefore, we invite visitors to school to share their experiences and knowledge.

**School Council and Rights Respecting Steering Group (RSSG)**

School Council are the voice of all the children at Virginia. They are a group of two representatives per class elected each year by their peers, following a democratic process involving public speeches to show their commitment. They work to make Virginia a better place for all. They meet regularly and discuss a variety of issues that affect children and actively engage in driving positive change to the school community.

The Rights Respecting Steering Group is responsible for promoting the United Nation Convention on the Rights of the Child across our school and our community. They are a group of children from year 4 to year 6 and are appointed through an application process. Their aim is to ensure that our school continues on the journey of Rights Respecting, that our Rights Respecting ethos improves the wellbeing of every child in our school as well as helping them be the best they can be and achieve their potential. They want to impact the wider community and be agents for global change.

**Equal Opportunities and Inclusion**

We aim to meet the needs of all our children through differentiating work which will enable them to contribute and participate within the lesson. We promote the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background.

The subject matters discussed sometimes raise sensitive issues. It is important therefore that staff are aware of and sensitive to the background and personal circumstances of their pupils.

**Training provision**

All staff will be supported by an audit of training needs and the provision of INSET at the school. Training for all staff will be provided on the aims and intentions of PSHE and RSE work; and in responses to children’s questions. Support staff will often be those first approached by children with questions and it is important that all staff are aware of the topics and vocabulary being introduced; of the questions and topics which are likely to be of interest or concern to children in specific age groups; and the vocabulary and content of children’s questions or overheard conversations which may raise child protection concerns.

**Dealing with Questions**

Children receive messages and impressions from a variety of sources, not just the home and the school. Many schools see themselves as the place where children can clarify and make sense of the impressions, messages and information they are receiving elsewhere, including from television and online. Therefore, the asking and answering of questions is an important part of the educational function of a school. Strong negative messages can be given to children by the refusal of schools to answer children’s information-seeking questions; or dismissing or discounting such questions. Consequently, we will answer children’s questions appropriately according to their age and context. Questions do not have to be answered directly, and can be addressed individually later. Teachers will use their professional judgement in these instances and seek advice if necessary. We believe that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if they have any child protection concerns.

**Confidentiality**

The majority of the learning in PSHE/RSE takes place under the rules and framework of circle time, for example `what is said in the circle stays in the circle’.

**Child Protection**

However, should a child make a disclosure which becomes a child protection matter, confidentiality does not apply and the issue must immediately be referred to the Designated Safeguarding Lead.

**Monitoring and Review**

The planning and co-ordination of the teaching in PSHE and Positive Relationships are the responsibility of the subject leader, who also:

* Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE and RSE:
* Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.
* Supports the leader of The School Council and The Rights Respecting Steering Group.
* Reviews evidence of the children’s work and to observe PSHE and Positive Relationship lessons across the school.



**APPENDIX 1**

**LBTH Primary Schools RSE Mapping**

**Relationships, Health, Sex Education and Science – Tower Hamlets**

|  |  |  |  |
| --- | --- | --- | --- |
| **Relationships Education - *Statutory*** | **Sex Education – *Non statutory*** | **Science - *Statutory*** | **Physical Health and Mental Wellbeing (Health Education) - *Statutory*** |
| **By the end of primary school****Pupils should know:****Families and people who care for me*** 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.
* that marriage\* represents a formal and **legally recognised commitment of two people** to each other which is intended to be lifelong.
* how to recognise if family relationships are **making them feel unhappy or unsafe**, and how to seek help or advice from others if needed.

\*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.**Caring friendships*** how important friendships are in **making us feel happy and secure**, and **how people choose and make friend**s.
* the **characteristics of friendships**, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
* that healthy friendships are **positive and welcoming towards others**, and do not make others feel lonely or excluded.
* 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*** **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.**
* the conventions **of courtesy and manners.**
* the importance **of self-respect** and how this links to their own **happiness**.
* 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.
* the importance of **permission-seeking** and giving in relationships with friends, peers and adults.

**Online relationships*** 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.
* 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*** what sorts of **boundaries** are appropriate in friendships with peers and others (including in a digital context).
* 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.
 | * questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.
* sexual reproduction in humans
* reproductive cycle in humans
* conception (Year 6 only)
* FGM
 | **Key Stage 1:*** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
* notice that animals, including humans, have offspring which grow into adults
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Stage 2**:**Year 5*** describe the changes as humans develop to old age

**Year 6*** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**From the DfE guidance:****Puberty***“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. 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”.**“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”* | **By the end of primary school****Pupils should know:****Mental Wellbeing*** 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
* 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**.
* the **benefits of physical exercise**, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
* **simple self-care techniques**, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
* **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*** that for most people the internet is an integral part of life and has **many benefits**.
* 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.
* 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**.
* 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.
* 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.

**Physical health and fitness*** 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).
* **how and when to seek suppor**t including which adults to speak to in school if they are worried about their health.

**Healthy eating*** what constitutes a **healthy diet** (including understanding calories and other nutritional content).
* the principles of **planning and preparing a range of healthy meals.**
* 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).

**By the end of primary school****Pupils should know:****Drugs, alcohol and tobacco*** the facts **about legal and illegal harmful** substances and associated risks, including **smoking**, **alcohol use and drug-taking**.

**Health and prevention*** how to recognise **early signs of physical illness**, such as weight loss, or unexplained changes to the body.
* 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.
* 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.
* the facts and science relating to **allergies, immunisation and vaccination**.

**Basic first aid*** how to make a clear and **efficient call to emergency services** if necessary.
* concepts of basic **first-aid,** for example dealing with common injuries, including head injuries.

**Changing adolescent body*** key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including **physical and emotional changes.**
* about **menstrual wellbein**g including the key facts about the **menstrual cycle**.
 |
| **From the DfE guidance:****Lesbian, Gay, Bisexual and Transgender (LGBT)** *“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.*  |  |  |  |