



**PERSONAL SOCIAL HEALTH EDUCATION POLICY  
(INCLUDING RELATIONSHIPS AND SEX EDUCATION)**

<b>RESPONSIBILITY</b>	<b>DEPUTY HEAD PASTORAL</b>
<b>DATE REVIEWED</b>	<b>APRIL 2021</b>

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## **1. Introduction**

Our PSHE (including RSE) programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Framlingham College, preparing them for the opportunities, responsibilities and experiences of later life. We follow a programme of study developed from the PSHE Association's Primary and Secondary Schemes of Work Planning Toolkits, which are recommended by the Department for Education. Our programme of study not only reflects the specific needs of our pupils but also the universal needs shared by all pupils in preparing for their future.

From the Summer Term 2021, it is a legal requirement to provide relationship and health education (RSHE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE (including RSE) programme, we have reviewed and adjusted it to meet the Department for Education (DfE) expectations and are due to deliver it from April 2021.

Relationship and health education will be taught as part of our PSHE (including RSE) curriculum.

Up until Year 6, we are not required to provide sex education apart from the elements included in the primary science curriculum. As part of their PSHE (including RSE) education, pupils in Years 5 and 6 will receive age-appropriate sex and relationship education lessons, delivered by a trained health professional.

## **2. Right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE (including RSE) up until three terms before the child's 16<sup>th</sup> birthday. To understand what the pupils will be taught, parents are encouraged to look at the RSE elements of the curriculum. Parents should contact the Heads of PSHE or Deputy Heads, Pastoral to discuss further and make a decision in the best interests of the child.

## **3. Intent**

Our school's overarching intent for our pupils is to provide a personal, social, health and economic, relationships and sex education programme of study which ensures all pupils are provided with:

- accurate, balanced and relevant knowledge;
- opportunities to turn that knowledge into personal understanding;
- opportunities to explore, clarify and, if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives;
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy;
- accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our pupils will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

We work by these ground rules in PSHE (including RSE) lessons:

# PSHE & RSE GROUND RULES

*Personal Social Health Economic & Relationships & Sex Education*

FCPS

## Openness

We will be open and honest, but not discuss directly our own or others' personal lives.

## Listen to others

We will listen to the other person's point of view and expect to be listened to.

## Keep the conversation in the room

We feel safe discussing general issues relating to mental health in our lesson and we know our teacher will not repeat what is said unless they are concerned we are at risk.

## Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

## Non-judgemental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will *'challenge the opinion and not the person'*.

## Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else.

## Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity (politely!)

## Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

## Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

**I understand the above ground rules and will try my best to stick to them:**

*Taken from nhs.uk 'Rise Above'*

## 4. Implementation

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

### **Core Theme 1: Health and Wellbeing**

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

### **Core Theme 2: Relationships**

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

### **Core Theme 3: Living in the Wider World**

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE (including RSE) is split into three separate core themes, in reality there will always be extensive overlap. PSHE (including RSE) education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE (including RSE) education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

## 5. Organisation/provision

We teach PSHE (including RSE) in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by members of the school's pastoral team or those with PSHE teaching experience and expertise, using the scheme of work developed from the PSHE Association's Toolkits.

Elements of PSHE (including RSE) are also covered through other areas of the school's curriculum; e.g. Religious Education, Science and English.

In addition, PSHE (including RSE) is developed through whole-school activities and events:

- The FLOW skills programme, taught in tutor groups by tutors.
- Our school council; the representatives from each class meet regularly to discuss school matters.
- Residential visits where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed days and weeks with particular focus on values such as kindness and online safety for example
- Visiting speakers and workshops.
- A variety of clubs and activities.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues while encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within our teaching to establish an effective and safe school environment.

## **6. Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE (including RSE) is taught as an integral part of the topic work covered during the year. We relate the PSHE (including RSE) aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in the Foundation Stage are placed in pastoral groups and attached to a key adult, daily pastoral group activities always have many PSHE (including RSE) elements incorporated into them. (For EYFS Ages and Stages see Appendix 1).

## **7. Teaching PSHE (including RSE) to children with special needs**

All pupils, regardless of their needs must be part of the PSHE (including RSE) programme as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE (including RSE) we consider the targets set for the children in their Education Health and Care Plan (EHCP) or Learning Support individualised plans, some of which may be directly related to PSHE (including RSE) targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **8. Equality and Diversity**

At Framlingham College, PSHE (including RSE) education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access our PSHE (including RSE) education provision, in accordance with the Equality Act 2010.

## **9. PSHE (including RSE) and ICT**

Learning in PSHE (including RSE) will compliment learning in Computing, where the children will develop a sense of global citizenship by the safe use of the internet. There is an online safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. We also teach digital literacy as part of our Flow Skills programme and in stand-alone computing lessons. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## **10. Assessment and Recording**

An important part of PSHE (including RSE) teaching is that we learn where the pupils' starting points are and build from there. Continual assessment through discussion and other forms of work enables to the teacher to develop the most appropriate learning opportunities to suit the pupils.

In PSHE (including RSE) there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils have a specific PSHE (including RSE) folder, where they collate their work throughout the year and a tutor booklet and flow skills booklet\*\*where they can evidence their learning and personal development. (\*\*starting September 2021)

### 11. Resources

Resources for PSHE (including RSE) are generally saved in FCSS or FCPS Share under PSHE. Physical resources are kept with the Head of PSHE or relevant members of the department. The school is a member of the PSHE Association, an excellent source of information and support which is endorsed by the Department for Education and includes curriculum guidance, lesson plans, resources and continuing professional development (CPD) training.

Resources for staff CPD include:

[https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health?fbclid=IwAR02rpS7sh7i13DtyN4nNrccrVIOIDcoRaXNAYdk\\_OalRNoK008a9QsXHFI#train-teachers-on-relationships-sex-and-health-education](https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health?fbclid=IwAR02rpS7sh7i13DtyN4nNrccrVIOIDcoRaXNAYdk_OalRNoK008a9QsXHFI#train-teachers-on-relationships-sex-and-health-education)

It is the department's view that keeping the resources up-to-date and relevant is important in delivering a successful PSHE (including RSE) programme and these are reviewed and updated regularly by different members of the PSHE (including RSE) department.

### 12. Monitoring and Review

The Heads of PSHE (including RSE), Deputy Heads, Pastoral and Senior Leadership Team are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE (including RSE), by giving them information about current developments in the subject, providing appropriate funding and time for continuing professional development and reviewing practice.

The policy was written in April 2021 by the Deputy Heads, Pastoral, after consultation with parents and staff and has been approved by the governors.

It is up to date with current guidance from the Government and Department for Education. The policy will be reviewed on an annual basis.

#### Appendix 1: EYFS Ages and Stages:

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>• To select and use activities and resources with help.</li> <li>• To welcome and value praise for what they have done.</li> <li>• To enjoy the responsibility of carrying out small tasks.</li> <li>• To be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To be confident talking to other children when playing and communicate freely about own home and community.</li> <li>• To show confidence in asking adults for help.</li> </ul>
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		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>To be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</li> <li>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</li> <li>To usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>To initiate play, offering cues to peers to join them.</li> <li>To keep play going by responding to what others are saying or doing.</li> <li>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> <li>To tell adults when hungry or tired, or when they want to rest or play.</li> <li>To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>To usually manage washing and drying hands.</li> <li>To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>
	Understanding the World	People and Communities	<ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> </ul>
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>To be confident to speak to others about own needs, wants, interests and opinions.</li> <li>To describe self in positive terms and talk about abilities.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>To explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>To take steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>To be aware of the boundaries set and of behavioural expectations in the setting.</li> <li>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>

	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> <li>• To eat a healthy range of foodstuffs and understand a need for variety in food.</li> <li>• To usually be dry and clean during the day.</li> <li>• To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</li> <li>• To practice some appropriate safety measures without direct supervision.</li> </ul>
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>• To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>• To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>• To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> </ul>
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> <li>• To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>

## Appendix 2: Useful Links

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Home | www.pshe-association.org.uk \(pshe-association.org.uk\)](http://www.pshe-association.org.uk)

