



**Truro and Penwith**  
Academy Trust



# St Erth Primary School

## PSHE Policy

(covering relationships, sex and health education, RSE)



# St Erth School

*Caring, Sharing, Preparing for Life*

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This policy has been reviewed and adopted by LGB	
Date:	

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Provide a high quality and consistent PSHE curriculum for all pupils at St Erth.
- Ensure that the content and structure of the curriculum is relevant to the context of our pupils, their age and stage of development.
- Equip pupils with the skills and knowledge, relevant to their age and level of development, to be safe and healthy, and manage their academic and social lives in a positive way, understanding risk and making safe, informed decisions.
- Ensure children understand and can apply key messages in the 3 focus areas of our curriculum: Health and well-being, Relationships and Living in the wider world.
- Ensure equality of access to the curriculum, by making adaptations to meet individual needs where required.
- Enable children to become life-long learners, equipped with the skills they need to meet the aspirations they set for themselves.
- Embed PSHE teaching and principals into the school's curriculum, making learning relevant and tangible for pupils.

These aims are in line with the school's values and ethos, specifically the intent of our curriculum – *that all pupils leave St Erth being confident, aspirational and self-aware learners.*

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

## 3. Content and delivery

### 3.1 What we teach

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance for all schools. This can be found by following the link above or a hard copy can be requested from the school office.

For other aspects of PSHE we use the Cornwall and Isles of Scilly (CIOS) PSHE curriculum. Teachers will plan the delivery of lessons to meet the objectives set out in the curriculum map as

appropriate to the context of their pupils, using resources and schemes of work from the CIOS PSHE curriculum. A full curriculum document is available on request. A map of the objectives taught across the school can be found in the appendix to this policy. Objectives and content are

As referenced in point 1, Aims, the school's PSHE curriculum is split into 3 core areas: Relationships, Health and well-being and Living in the wider world.

### **Relationships**

This strand covers all the statutory requirements for relationship education for Primary Schools as outlined in the national guidance. The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with others children and adults. Key messages are revisited and reinforced throughout and content is age appropriate.

Includes lessons on:

- Respectful and healthy relationships both on and offline.
- How to keep yourself safe and avoid harm.
- Making friends and resolving conflict.
- Internet safety.
- Equality and diversity.

### **Health and Well-Being**

This strand covers all the statutory requirements for health education for primary schools as outlined in the national guidance. The aim of this strand is to give children the information they need to make good decisions about their own health and well-being. Key messages are revisited and reinforced throughout and content is age appropriate.

Within this strand, at an appropriate stage, children will learn about puberty and the changes that occur in their bodies. This forms part of the statutory guidance.

Includes lessons on:

- Emotional awareness, managing mental health and well-being.
- Healthy eating.
- Hygiene
- First aid
- Illness
- Puberty

### **Living in the Wider World**

This strand is part of the CIOS PSHE curriculum and is a non-statutory element. These lessons focus on equipping children with essential life skills they will need to develop in order to meet the ambitions they have, and to contribute to society.

Includes lessons on:

- The world of work
- Rights and responsibilities
- Managing money
- Teamwork
- The environment

- Changing schools

### **Sex and Relationship Education.**

Sex education is the right of the parent. St Erth School provides sex and relationship education (SRE) to support parents in fulfilling their responsibility. This curriculum is provided in addition to the statutory elements in Relationships and Health education. If parents are not happy with what the school provides as part of this curriculum they have the right to withdraw their child/children from this aspect of the curriculum. Details of how this process is managed can be found in section 3.3 of this policy.

The school's decision to deliver this additional curriculum is in line with [statutory guidance](#)

*'The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.'* (DFE guidance – Relationships Education, Relationships and Sex Education (RSE) and Health Education)

A curriculum overview can be found in the appendices to this policy. All teaching of SRE that goes beyond statutory requirements is delivered in the second half of the summer term each year. Parents will be reminded of this and the curriculum's content yearly, before teaching commences.

In order to teach this curriculum effectively there are many cross over points with relationships and health education. In recognition of this and to provide clarity over the school's delivery, the school maintains a Sex and Relationships Education Policy (SRE), a copy can be found on the school's website or at request from the school office.

Children who are withdrawn by their parents from the school's SRE curriculum will still receive the statutory teaching in relationships and health through the PSHE curriculum.

### **3.2 How we teach it**

- PSHE lessons take place twice each half term, with the exception of summer 2. Key messages from these lessons will also be reinforced in other areas of the curriculum, through selected texts in topics for example.
- Appropriate content from the PSHE curriculum is also used to support the delivery of assemblies throughout the school year as well as the school's engagement in national events, such as: Children's mental health week.
- The curriculum will be delivered by class teachers and not handed to any outside agencies. Our teachers are best placed to understand the needs and context of their classes.
- Teachers plan and adapt lessons with their pupils in mind to ensure fair access for all. The curriculum is structured ensuring effective differentiation is in place throughout.
- Answering difficult questions/ addressing controversial topics: Teachers must set clear ground rules for each session ensuring that no personal questions are asked or sensitive information shared publicly. There will be an anonymous questions box in place for each session in KS2 enabling children to ask any difficult questions they may have. In KS1 teachers will create opportunities for pupils to ask all questions they may have. Teachers will answer questions within the context of the lesson and its key messages. Should teachers be uncomfortable in answering a question or should a question create an additional context to the lesson, teachers will contact parents and inform them of the question and offer advice and support on how to answer, if this is appropriate. Teachers will be supported by the PSHE coordinator to identify high quality sources of information to share with parents to support the in their discussions with children.
- Where teachers are concerned about delivering a lesson and its key messages they must inform the head teacher, who will support them in finding a way forward.
- The Cornwall and Isles of Scilly PSHE scheme, developed by Brook learn provides a wide range of resources and highlights other high quality PSHE resources for teaching. These will be used in the delivery of the curriculum.

- › Pupil's progress in PSHE will be reported to parents through annual reports and parents evenings.

### **3.3 Right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of the sex education that is delivered in Primary School which is not covered by either:

- The National Curriculum Science Order (NCSO)
- The statutory guidance on, Relationships Education, [statutory guidance](#)

The school provides a sex education curriculum developed to meet the needs of its pupils and ensure they are prepared for the next stage of their education. Details can be found in section 3.1 of this policy and a curriculum overview can be found in the appendices to this policy.

When a request is received the head teacher will meet with parents to discuss their wishes and ensure they are understood, as well as clarifying the nature and purpose of the curriculum. If the parent's wishes cannot be accommodated then the child will be withdrawn from non-statutory elements of the SRE curriculum and provided with suitable work and supervision.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **4.2 The Headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- › Delivering PSHE in a sensitive way in line with this policy
- › Ensuring lessons are planned in relation to the needs of individuals, following a Trauma Informed model
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by Bill Coleman through regular review with teachers of planning and pupil progress.

This policy will be reviewed by the head teacher 2 yearly. At every review, the policy will be approved by the governing body.

## **6. Links with other policies**

This policy links to the following policies and procedures:

SRE policy

Behaviour Policy

Equality and Diversity

## Appendix 1 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Lesson 1: Welcome to school  Lesson 2: Emergencies and getting help	Lesson 1: People who care for us  Lesson 2: Rights, responsibilities and respect	Lesson 1: Healthy friendships  Lesson 2: Our bodies and boundaries	Lesson 1: Our health  Lesson 2: Healthy food choices	Lesson 1: We all have feelings  Lesson 2: Good and not so good feelings  Lesson 3: Managing our time safely online	
Year 2	Lesson 1: Respecting uniqueness  Lesson 2: Our communities	Lesson 1: Everyday safety  Lesson 2: Basic first aid	Lesson 1: learning about work  Lesson 2: Horrible hands (Infection)	Lesson 1: Sharing pictures  Lesson 2: playing games (online safety)	Lesson 1: Online Friends  Lesson 2: Big feelings  Lesson 3: Keeping our teeth healthy	
Content in year 3&4 is organised into 2 yearly cycles to ensure that, over a 2 year period in the class, all pupils will receive the content requires in years 3&4						
Year 3 & 4 Cycle A	Lesson 1: World of work  Lesson 2: Spending and saving money	Lesson 1: Road safety  Lesson 2: Individual and collective strengths	Lesson 1: Physical activity  Lesson 2: Drugs	Lesson 1: The internet and everyday life  Lesson 2: Everyday feelings	Lesson 1: Expressing feelings  Lesson 2: Strategies to support positive mental well-being.  Lesson 3: Sun Safety	
Year 3 & 4 Cycle B	Lesson 1: What makes a good friend?  Lesson 2: Respecting others	Lesson 1: Resolving conflict and managing negative pressure  Lesson 2: Everyday life and basic first aid	Lesson 1: Money choices  Lesson 2: Volunteering and citizenship.	Lesson 1: Safely enjoying the world online  Lesson 2: Keeping personal information safe and private online	Lesson 1: Understanding that not everyone is who they say they are online.  Lesson 2: Managing feelings  Lesson 3: The environment	
Content in year 5&6 is organised into 2 yearly cycles to ensure that, over a 2 year period in the class, all pupils will receive the content requires in years 5&6						
Year 5 & 6 Cycle A	Lesson 1: Diverse communities  Lesson 2: Respectful	Lesson 1: Illness  Lesson 2: Nutrition and healthy eating	Lesson 1: Puberty – bodies and reproduction	Lesson 1: Online content  Lesson 2: online	Lesson 1: Mental health and keeping well  Lesson 2: Managing challenges and change	

	relationships		Lesson 2: Puberty – changes	contact	Lesson 3: Exploring risk in everyday situations
Year 5 & 6 Cycle B	Lesson 1: Different types of families  Lesson 2: Healthy and harmful relationships	Lesson 1: Keeping your body safe  Lesson 2: Consent	Lesson 1: Spending decisions  Lessons 2: Exploring risk in relation to gambling	Lesson 1: Online friendships and keeping safe  Lesson 2: Skills for using the internet safely	Lesson 1: Social media  Lesson 2: Feelings and common anxieties when changing schools  Lesson 3: Changes from primary to secondary school

Appendix 2

Sex and relationships education curriculum map

Year Group	Topics
Reception	No SRE teaching is delivered to pupils in Reception.
1	<ol style="list-style-type: none"> <li>1. Life Cycles – I am starting to understand the life cycles of animals and humans</li> <li>2. Changing Me – I can tell you some things about me that have changed and some things that have stayed the same.</li> <li>3. My Changing Body - I can tell you how my body has changed since I was a baby.</li> <li>4. Boys’ and Girls’ Bodies – I can identify the parts of the body that make girls different to boys. I can use the correct names for these and understand that some parts of my body are private.</li> <li>5. Learning and Growing – I understand that every time I learn something new I change a little bit.</li> <li>6. Coping with changes – I can tell you about changes that have happened in my life.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Life cycles in nature – I can recognise cycles of life in nature.</li> <li>2. Growing from Young to Old – I can tell you about the natural process of growing from young to old and understand that it is not in my control.</li> <li>3. The Changing Me – I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>4. Boys’ and Girls’ Bodies – I can recognise the physical differences between girls and boys, use the correct names for parts of the body and appreciate that some parts of my body are private.</li> <li>5. Assertiveness – I understand there are different types of touch can tell what I do not like.</li> </ol>
<p><b>Year 3&amp;4 will be taught in separate year groups for each lesson in the scheme of work, unlike regular PSHE which is taught in mixed age on a 2 yearly cycle.</b></p>	
3	<ol style="list-style-type: none"> <li>1. How babies grow – I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>2. Babies – I understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow.</li> <li>3. Outside body changes – I understand that boys’ and girls’ bodies change so that when they grow up their bodies can make babies.</li> <li>4. Inside body changes – I can identify how girls’ and boys’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> </ol>

4	<ol style="list-style-type: none"> <li>1. Unique me – I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> <li>2. Having a baby – I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby.</li> <li>3. Girls and puberty – I can describe how a girls' body changes in order for her to have babies when she is an adult, and that menstruation is a natural part of this.</li> </ol>
<p><b>Year 5&amp;6 will be taught in separate year groups for each lesson in the scheme of work, unlike regular PSHE which is taught in mixed age on a 2 yearly cycle.</b></p>	
5	<ol style="list-style-type: none"> <li>1. Self and Body Image – I am aware of my own self-image and how my body fits into that.</li> <li>2. Puberty for girls – I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>3. Puberty for Boys - I can describe how Boys' and Girls' bodies change during puberty.</li> <li>4. Conception - I understand that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>5. Looking ahead – I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Self-image - I am aware of my own self-image and how my body fits into that.</li> <li>2. Puberty - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>3. Girl talk/ Boy talk (delivered in separate groups) – I can ask the questions I need answered about changes during puberty.</li> <li>4. Babies – conception to birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>5. Attraction – I understand how being physically attracted to someone changes the nature of the relationship.</li> </ol>