



PSHE (Personal, Social, Health and Economic Education) Policy including Relationships and Sex Education

Date Ratified	Policy updated 2024	Next Review	April 2025
Governor Link	Kirstie Stroud	Committee	Full Governing Body
Staff Link	Headteacher Jo Kennedy office@hollickwood.barnet.sch.uk TEL: 020 8883 6880		

(1) Policy Development

(1.1) This policy was developed by the Head of School and school governors in consultation with wider community partners.

(1.2) This policy has due regard to the following legislation and statutory guidance:

- Relationships Education and Sex Education (RSE) and Health Education (statutory guidance) (2019)
- Keeping Children Safe in Education (statutory guidance) (2022)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- Equality Act 2010 and schools (2010)
- SEND Code of Practice: 0 to 25 years (statutory guidance) (2015)
- Alternative Provision (statutory guidance) (2013 – updated 2016)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

(1.3) This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy and SEND Information Report
- Equal Opportunities Policy
- Anti-Bullying Policy
- Data Protection and Data Retention Policy
- Online Safety Policy

(2) Compliance with Statutory Requirements

(2.1) Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all primary schools. Our policy complies with the following statutory requirements and recommendations:

(2.2) Relationships Education is compulsory in all primary schools (or those pupils receiving primary education). This includes academies, free schools and independent schools

(2.3) Health Education is compulsory in all primary and secondary schools (or those pupils receiving primary or secondary Education). This includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

(2.4) In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age, and the physical and emotional maturity of the pupils.

(2.5) As a school, we are fully complying with the DfE recommendation to deliver sex education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 9 below for details. As such, we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

(3) Purpose of Policy

(3.1) *This policy further sets out:*

-Our approach to integrating statutory RSE and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.

-Our overall aims for delivering PSHE, including RSE, Health Education and Living in the Wider World

-Our definitions for RSE and Health Education

-Guidance for staff and outside visitors about approaches, organisation and content for our PSHE including RSE curriculum

-Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw.

-Guidance for monitoring and evaluating PSHE, including arrangements for policy review.

(4) Curriculum Intent

(4.1) This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of RSE, Health Education and Living in the Wider World (refer to Section 8), is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme has been designed, and is implemented, so that our pupils:

-Develop positive values and a moral framework that guides pupils' decisions, judgements and behaviour.

- Have the confidence and self-esteem to value themselves and others.
- Recognise when a situation is unsafe, and are supported to develop an understanding of their personal boundaries and those of others.
- Understand the processes of puberty, conception and birth.
- Develop positive, trusting relationships with all adults in the school and with each other.
- Know what healthy and respectful relationships look like at school, home and in the wider community.
- Understand the significance of family life for all, how families differ, and how they can support and impact on the development of a child.
- To have the strategies to positively manage periods of change and transition.
- Understand and value the fact that people hold a wide range of beliefs and views.
- Know that discrimination against others due to their views, beliefs or life choices is never right and to be able to challenge this appropriately.
- Have the opportunity to talk in a considered way about their own beliefs and values, and those of others.
- Know how to keep themselves safe online.
- Develop a culture of speaking up and speaking out so that children's voices are heard and valued.
- Have the vocabulary, emotional literacy and confidence to express their emotions and views in a positive way.
- Know how to look after both their mental and physical health.
- Are assertive in situations where they are being pressured by others, and know and use strategies to resist that pressure.
- Are equipped with the tools that they need to face difficulties and challenges that may have a detrimental impact on their physical and mental health.
- Know how important it is to seek support, and identify trusted people or organisations who can provide this for them.
- Develop an understanding of themselves, and also an understanding of the importance of including and respecting others.
- Recognise that all actions have consequences, and that they must behave responsibly within all relationships.
- Know and understand the importance of the core British Values of: democracy, rule of law, respect, tolerance and individual liberty and relate these to their lives both inside and outside of school.

(4.2) As an inclusive school we value difference and diversity within our school community and the wider world. As such, PSHE including RSE is delivered within the context of our

school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships.
- We all have rights, duties and responsibilities, and we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils, staff, parents and other members of our community will identify as LGBTQ+.
- Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents or foster parents/carers amongst other structures.
- Some children may have a different structure of support around them (for example: looked after children or young carers).

(4.3) We take our responsibilities in relation to the Equality Act 2010 seriously, and will not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership.

(4.4) We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE including RSE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children. In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

(5) Roles and Responsibilities

(5.1) *The governing body is responsible for:*

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well-led, effectively managed and well-planned.

- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdraw from specific parts of the programme.
- Making sure that the subject is resources, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

(5.2) *The Head of School is responsible for:*

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver this subject confidently.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children in line with the guidance in this policy.
- Discussing requests for withdrawal with parents.
- Reporting to the governing body on the effectiveness of this policy and this curriculum area.
- Reviewing this policy on an annual basis.

(5.3) *The PSHE (including RSE) Subject Leader is responsible for:*

- Overseeing the effective delivery of this subjects using age appropriate and high quality resources.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the PSHE including RSE curriculum.
- Ensuring the PSHE including RSE curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the PSHE including RSE curriculum complements, but does not duplicate, the content covered in the National Curriculum for other subjects.
- Monitoring and evaluating the effectiveness of this area of the curriculum, and providing reports for the Head of School.

(5.4) *Teachers are responsible for:*

- Delivering a high-quality and age-appropriate PSHE including RSE curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring that they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to the PSHE including RSE curriculum.

-Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

-Acting in accordance with planning, monitoring and assessment requirements for this subject as set out in the PSHE including RSE curriculum handbook and in this policy.

-Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND so that appropriate adaptations are made to allow them to fully access the curriculum.

-Working with the PSHE including RSE Curriculum Leader to evaluate the quality of the provision.

(5.5) The SENDCO is responsible for:

-Advising teachers how best to identify and support pupils' individual needs through appropriate adaptations.

-Advising teachers on making the best use of support staff to help meet pupils' individual needs.

(6) Definitions for RSE and Health Education

(6.1) RSE:

RSE is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. RSE supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

(6.2) Health Education:

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

(7) How is the teaching of PSHE including RSE organised?

(7.1) The PSHE curriculum will be delivered through a variety of whole school, whole class lessons, smaller group work and, where relevant, in one to one sessions.

(7.2) The course will be delivered by class teachers and pastoral staff. There are times during the programme when learning is complemented by external visiting speakers. It is important to note that where outside visitors help to deliver PSHE, and in particular RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

(7.3) The course includes dedicated PSHE and RSE curriculum lessons, subject-specific lessons (e.g. science), assemblies and special events.

(8) Curriculum

(8.1) We deliver our comprehensive PSHE curriculum under the 3 areas:

- RSE

- Health Education
- Living in the Wider World

See our website for further detail of our curriculum and long-term planning documents, including what is taught in each year group.

(8.2) Statutory content:

RSE (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- 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 (age 7-11 years)

- 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
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco

- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

(8.3) Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers
- Sex Education (Year 6 only – these are the only lessons that parents can withdraw their children from).

(9) Teaching Principles

(9.1) *Creating a Safe and Supportive Learning Environment*

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE including RSE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings and sensitive issues.

(9.2) *Confidentiality*

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances, staff are aware that they must refer to the Child Protection and Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers, unless it would be unsafe to do so, and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

(9.3) *A Range of Learning Approaches*

Active and interactive engagement is most effective in PSHE including RSE. In every section of the course, a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the internet and visits by theatre groups and organisations.

(9.4) *Relevant Resources*

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

(9.5) Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE including RSE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our pupils. We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

(9.6) Groupings

The PSHE including RSE curriculum will be delivered through a variety of whole school, whole class lessons, smaller group work and, where relevant, in one to one sessions.

(9.7) Responding to Pupils' Questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

(9.8) Meeting the Needs of SEND Pupils

PSHE including RSE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate RSE and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers to support them to make effective adaptations for pupils with SEND.

(10) Specific Issues Related to Sex Education

(10.1) DfE Sex Education Recommendation

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education, we have chosen to deliver further lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We follow the Christopher Winter Programme for sex education lessons. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. We will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

(10.2) Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

(10.3) Engaging Parents/Carers and the Right to Withdraw from Sex Education

We understand the important role parents and carers play in enhancing their children's understanding of RSE and PSHE. Similarly, we also understand how important parent and carers views are in shaping the curriculum. We work closely with parents by establishing open communication. The PSHE including RSE Policy is available for parents and carers to read on our school website.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We always carefully consider any request that compromises our equal opportunities policy.

In the summer term, parents and carers of Year 6 children are notified of when Sex Education sessions will be taking place and an overview of lesson content will be shared beforehand. Parents and carers are provided with an opportunity to view the resources used and ask any questions they may have.

From September 2020, parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. In accordance with this, it is made clear to parents of Year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head of School and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the Head of School. Appropriate, alternative work will be given to pupils who are withdrawn from sex education.

(10.4) Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet or their peers, which might provide inaccurate or potentially harmful information.

(11) Involvement of Parents and Carers

(11.1) Our policy takes into account the views of parents and carers, and we are committed to ensuring our curriculum meets the needs of the whole school community. We aim to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the subjects covered within the curriculum.

(11.2) We consult with parents and carers through surveys, workshops, newsletters, our website and Class Dojo. Any parent or carer wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with the Head of School via the office email: office@hollickwood.barnet.sch.uk.

(11.3) When organising the curriculum, the religious and cultural backgrounds of all our families has been carefully considered so that topics that are covered are taught appropriately.

(11.4) Parents are provided with the following information:

- The content of the PSHE including RSE Curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from sex education lessons.
- The resources that will be used to support curriculum delivery.

(12) Monitoring the Quality and Effectiveness of the PSHE including RSE Curriculum

(12.1) The PSHE including RSE Lead is responsible for monitoring the implementation and impact of our agreed PSHE including RSE curriculum.

(12.2) The PSHE including RSE Lead will conduct termly monitoring, including gathering pupil voice, observing lessons and work scrutiny.

(12.3) An annual report will be created for the governing body to report on the quality of implementation of PSHE including RSE, the impact of the curriculum and further points for development.

(13) Monitoring and Review

(13.1) This policy will be reviewed on an annual basis by the Head of School in partnership with the PSHE including RSE Lead.

(13.2) When reviewing the policy, the Head of School and PSHE including RSE Lead will ensure that it aligns with any changes in statutory guidance, and that it is adapted in light of feedback from stakeholders, or specific issues affecting the school or wider community in the local area.

(13.3) The governing body is responsible for approving this policy.

(13.4) Any changes that are made to this policy will be communicated to all staff, governors, parents and, where appropriate, pupils (as appropriate).

Appendix 1

Parent/Carer Request for Withdrawal from Year 6 Sex Education Lessons

TO BE COMPLETED BY PARENTS

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
---	--