



PSHE & Relationships Education Policy

Clarendon Primary School

Intent

The PSHE and Relationship Education policy is reflective of our school ethos and values where the curriculum promotes social, moral, spiritual and cultural awareness. Our goal is to ensure that all children at Clarendon are supported through their education, fostering a safe and happy learning environment where children learn key life skills preparing them for life beyond school. PSHE compliments wider policies on behaviour, inclusion, safeguarding, respect for diversity and equality.

Clarendon's values underpin all areas of the school curriculum; challenge, love of learning, aspiration, resilience, enjoyment, nurturing, determination, optimism, nobody left behind, sharing, vision, acceptance, leadership, uniqueness, everyone and success. As a school community, we believe our children possess unique gifts and qualities, and as such have the right to succeed, recognise their greatness, and develop who they are in a respectful and caring environment.

The school follows statutory guidance from the Department for Education. From the academic year 2020-21, under the Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017:

- It is compulsory for all primary schools to provide Relationship Education. Primary schools may also choose to provide sex education other than that covered by the science curriculum;
- It is compulsory for all schools including academies and free schools, but not independent schools, to provide Health Education. However, personal, Social, Health and Economic education (PSHE) continues to be compulsory in independent schools.

Implementation

Relationship Education

The main aim of Relationship Education at our school is to teach, in an age appropriate way, the fundamental building blocks and characteristics of healthy relationships with friends, family and other people in order to help our learners contribute towards building an inclusive, tolerant society.

We make reasonable adjustments to alleviate disadvantage or vulnerability of any of our learners under the SEND code of practice or for those learning English as a new language when planning for relationships education lessons. No learner will be discriminated against because of any 'protected characteristics' under the relevant provisions of the Equality Act 2010 (e.g. age, race, sex, disability, religion or belief, gender reassignment, or sexual orientation.)

This starts with children being taught what a relationship is and what friendship is what family means and who the people are who can support them.

By the end of primary school children will know about the following themes:

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online relationships
- Being Safe

Parents and carers may not withdraw their children from any part of Relationship Education as it is statutory and therefore participation is compulsory.

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

Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- 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 respect 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

Physical Health and Mental Wellbeing

The focus in school is teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is part of normal daily life in the same way as physical health.

The aim of teaching children about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others, and, when issues arise, know how to seek support as early as possible from appropriate sources. Emphasis will be given to the positive two way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

This starts with children being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep and giving children the language and knowledge to understand the normal range of emotions that everyone experiences.

Effective teaching will reduce stigma attached to health issues in particular those associated with mental wellbeing.

Teachers will talk about the steps children can take to protect and support their own and others wellbeing including simple self-care techniques, personal hygiene and prevention of health and wellbeing problems and basic first aid.

Children will be taught about the benefit of hobbies, interests and participation in their own communities.

Children will be taught about rationing time spent online and the risks of excessive use of electronic devices. Later in primary school children will be taught why social media, online gaming and computer games have age restrictions.

It is important for us as a school to promote children's self-control and ability to self-regulate, and strategies to do so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter set-backs, and to respond calmly and rationally to challenges.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying, harassment, and the negative impact of cyber bullying.

Puberty including menstruation will be covered in health education and will as far as possible be addressed before onset. The onset of menstruation can be confusing and even alarming for girls if they are not prepared. The children in Clarendon will be spoken to by the school nurse between the ages of 10-11 about key facts about puberty and the changing adolescent body including physical and emotional changes.

Boys and girls will be spoken to separately. Parents will be consulted when this takes place.

By the end of primary school children will know about the following themes:

- Mental wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Please refer to the school curriculum maps for the content of the programmes of study for PSHE and Science for all Year Groups which can be found on the school website.

All of these themes are set in the context of a wider whole school approach supporting children to be safe, happy and prepared for life beyond school. PSHE and Relationship Education sits within the context of our school's broader ethos and approach to developing children's social, moral, spiritual and cultural awareness.

Mental Wellbeing

- That mental wellbeing is a normal part of daily life, 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 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 the 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 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 support 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)

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 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 9-11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

School ensures that children and families receive information and support with regards to mental health and wellbeing. The school has qualified Mental Health First Aiders who intervene early and strengthen resilience before serious mental health issues occur. In addition to this, school provides a Mental Wellbeing Toolkit for each class allowing children to access daily activities focusing on mindfulness.

We are a Gold Rights Respecting school and follow the United Nations Convention on the Rights of the Child (UNCRC). This convention is a universally agreed set of non-negotiable standards and obligations, built on varied legal systems and cultural traditions. These basic standards also known as human rights, set minimum entitlements and freedoms that are respected and put into effect by governments. The 42 articles on the rights of the child are founded on respect for the dignity and worth of every individual regardless of ethnicity, gender, language, religion, opinions, origins, wealth, ability or any other status, and therefore, apply to every human being everywhere.

Sex Education

The Relationships Education and Health Education Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the school's curriculum therefore focuses on Relationships Education.

The content set out in the curriculum 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.

It's important that the transition phase before moving to secondary school supports children's ongoing emotional and physical development effectively. The Sex

Education programme in school is tailored to the age and the physical and emotional maturity of our children and has been thoroughly reviewed by the school governors. It ensures that boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. We will always consult parents before the final year of primary school about the content of what will be taught by us and the school nurse.

External Partners

Our school occasionally uses external partners who enhance delivery of this subject who bring specialist knowledge and different ways of engaging with young people, to deliver certain topics within Relationship Education, for example NSPCC representatives, Fort Alice and the school nurse. The curriculum leader for Relationship Education and senior staff check in advance that the teaching delivered by visitors fits with the planned programme for teaching Relationship Education at our school and they adhere to the equality Act.

Parents and carers are made aware of what will be taught via the school website. We encourage parents and carers with queries and concerns about the curriculum to approach school on an individual basis.

Managing Difficult Questions

Children will often ask their teachers or other adults questions pertaining to sensitive subjects which go beyond what is set out for our Relationship Education. Given the ease of access to the internet, those whose questions go unanswered may turn to inappropriate and unreliable sources of information which we would hope to avoid. Consequently, should this issue arise and a child in school asks a question of this nature we would primarily direct them to speak to their parents; if they persist with the same question after having spoken to their parents then the parent or carer would be consulted regarding this.

Vocabulary and content through school

The school recognises the values of the wider community and Governors have agreed to review the policy annually. Discussions around puberty will be taught in upper Key Stage 2 and physical features of the body will be taught from Key Stage 2. Should educators become concerned regarding the safeguarding, behaviour and welfare of children, in any year group, the correct anatomical vocabulary will be used.

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