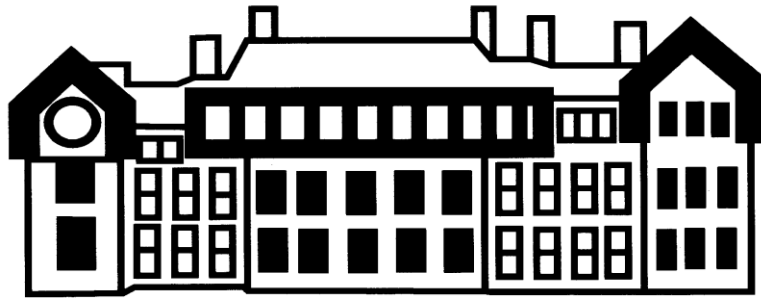


Gordon Primary

GORDON



SCHOOL

Personal, Social, Health Education Policy

including Relationship & Sex Education

Ratification date: November 2024

Review date: November 2027

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)

Personal, Social and Health Education Policy

1, Our Principles and Values

Gordon Primary School is a caring, happy and safe community where everybody is treated with kindness and respect and diversity is celebrated.

We aim to make the children's time at school enjoyable and successful. We provide a learning environment which nurtures the 'whole child', and encourages a sense of well-being and positive, healthy relationships.

An inclusive, secure and supportive learning environment is promoted throughout the school, where pupils are equipped with the skills and knowledge they need to fulfill their potential and function as positive members of the community both now and in the future.

We work closely with families, pupils, staff, governors and other educational agencies to establish and maintain strong, positive relationships where everyone is valued and respected.

Our School Vision: Values guide our thinking and behaviour. We promote a wide range of values in lessons, assemblies and around the school. These include our five core values: Resilience, Empathy, Ambition, Curiosity and Honesty.

Our School Motto: Be the best you can be.

2, Introduction

This policy reflects the Equalities Act 2010. The school recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A). This policy should be read in conjunction with the School's Safeguarding Policy which is available on the school's website: www.gordonprimary.co.uk

The statutory guidance for *Relationships, Sex and Health Education (RSHE)* may be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

This policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Gordon Primary School. The policy applies particularly to all teachers and others with responsibility for teaching RSHE. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

3, Consultation

A consultation exercise was carried out before this policy was approved by the Governing Body. A draft policy was made available for parents for a six-week period and a drop-in event for parents to see resources and discuss the teaching of these subjects with the Headteacher and Subject Leader was offered. All comments received were noted and shared with the Governing Body before the final version of the Policy was approved.

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The draft policy for consultation was clear that Lesbian, Gay, Bisexual and Transgender (LGBT) content would be included in the curriculum and the majority of respondents supported this approach.

The draft policy for consultation was clear that the main aspects of Sex Education would be taught in Year 6 and the majority of respondents supported this approach.

4, Definitions, Scope and Intent

Gordon Primary School teaches the content set out in both the *Statutory Guidance for Relationships Education for Primary Schools* and the *Statutory Guidance for Health Education* in all year groups from Year 1 to Year 6 under the subject name *Personal Social Health Education (PSHE)*.

In the Foundation Stage we follow the non-statutory guidance on set out in the *Development Matters* document and the statutory guidance on Personal Social and Emotional Development in the *2021 Early Years Foundation Stage Framework*.

In Years 1 to 6 we use the thematic curriculum provided by the PSHE association which covers the statutory guidance under the three core themes of Health and Wellbeing, Relationships and Living in the Wider World. The approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or visiting speakers.

Gordon Primary School also teaches some selected aspects of sex education in Years 6 only and these are set out in the appropriate section in this policy below.

This policy does not cover the Science National Curriculum content, where the science of animal and human reproduction is taught in Key Stage 2. These are statutory elements of children's learning.

PSHE may overlap in content terms with the school's work with pupils in *Spiritual, Moral, Social and Cultural Education (SMSC)*, *the promotion of Fundamental British Values (tolerance and respect for others, the rule of law, democracy and individual liberty)*, *Religious Education* and *Citizenship*.

5, Withdrawal from Sex Education

Parents may elect to withdraw their child from Sex Education. This right applies only to aspects of sex education which are not set out in the *Statutory Guidance for Relationships Education (Primary)*, *Health Education (Primary)* or the *Science National Curriculum*.

If a parent wishes to exercise the right to withdraw, having read this policy, they are invited wherever possible make an appointment with the Headteacher to make their request in person. Where this is not possible, the school must receive a request in writing from parent(s). Where the school receives such a request in writing it will be acknowledged in writing within seven days and applied with immediate effect. Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by

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parents. However, the school reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdrawn.

5, Relationships Education Curriculum

The content set out for teaching in *Relationships Education* is delivered in the following Year groups within the curriculum themes of *Relationships*, *Living in the Wider World* and *Health and Well-Being*. The topic is given at the earliest point at which it will be taught. All topics are revisited at greater depth according to the age of the children in later Year groups.

	Content taught in lessons by the class teacher
Year 1	<ul style="list-style-type: none">Families and people who care for me including different kinds of families
Year 2	<ul style="list-style-type: none">Caring FriendshipsRespectful RelationshipsBeing Safe
Year 4	<ul style="list-style-type: none">Online Relationships

6, Health Education Curriculum

The content set out for teaching in *Health Education* is delivered in the following Year groups within the curriculum themes of *Relationships*, *Living in the Wider World* and *Health and Well-Being*. The topic is given at the earliest point at which it will be taught. All topics are revisited at greater depth according to the age of the children in later Year groups.

	Content taught in lessons by the class teacher
Year 1	<ul style="list-style-type: none">Mental WellbeingInternet Safety and HarmsPhysical Health and FitnessHealthy EatingHealth and Prevention
Year 2	<ul style="list-style-type: none">Drugs, Alcohol and Tobacco (in the context of medicines – covered fully in Years 4 and 6)Basic First Aid (covered more fully in Year 5)
Year 4	<ul style="list-style-type: none">Changing / Adolescent Body

7, Sex Education Content

The following Sex Education topics (other than what is set out in *Relationships Education*, *Health Education* or the *Science National Curriculum*) are taught in Year 6:

- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

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- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

8, Supporting Pupils with Special Educational Needs/Disabilities (SEND)

The school is committed to ensuring that all pupils, including those with identified SEND, experience *Relationships Education, Health Education [and Sex Education]* which is appropriate both to their needs and their readiness for learning. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the school will undertake to meet their needs effectively. This will either be through appropriate differentiation or support in class, or in some cases may involve some teaching which happens outside the classroom context.

9, Wider PSHE

In addition to the coverage of the statutory content for *Relationships Education and Health Education*, the PSHE curriculum taught at Gordon Primary School also covers areas of economic wellbeing, caring for the environment, careers and enterprise as well as education for personal safety including assessing and managing risk. Much of this content comes under the topic of *Living in the Wider World*.

10, LGBT (Lesbian, Gay, Bisexual, Transgender)

It is our objective that *Relationships Education* helps to promote awareness of diversity and respect, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, LGBT relationships are referenced at various points in the *Relationships Education* curriculum from Year 1 onwards, specifically in the following ways:

- Year 1 onwards: pupils are made aware of what it means to be a family and how families are different, e.g. single parents, same-sex parents.
- Year 4 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong.
- Year 5 onwards: that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives.
- LGBT History month and LGBT Pride are marked in assemblies for children from Year 1 onwards.

11, Visiting Speakers

Where visiting speakers are invited or employed to address aspects of these subjects, either in class or in other contexts, the school accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The school will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The school reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the school's ethos or approach.

12, Virtues and Character Education

Gordon Primary School recognises that Relationships Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils. We note and are advised by the Non-statutory Guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf published by the Department for Education on Character Education and are committed to evaluating our strengths and identifying areas for development in the light of the Character Benchmarks identified in this Non-statutory Guidance.

13, Assessment and Evaluation

Gordon Primary School approaches assessment and evaluation in this subject in the following ways. Assessment in these subjects is needed to ensure teachers know how well pupils have learnt what is intended for teaching. In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required. Assessment can also be used in some cases to provide teachers with a 'baseline' at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.

The outline curriculum plan in this Policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

6, Monitoring and Review

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

- supports colleagues in their teaching, by keeping them informed of current developments in the subject, and by providing a strategic lead and direction for PSHE;
- evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses evaluation to identify areas of development and formalizes these in an action plan.

This policy will be reviewed every three years or sooner if there are statutory changes or it is deemed necessary by the Governing Body.

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Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run.
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
 - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils.
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act:
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
 - Foster good relations between people who share a relevant protected characteristic and those who do not.
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#), for further detail as well as the guidance for schools, [Public Sector Equality Duty Guidance for Schools in England](#) (2014)

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Appendix B – Overview of the PSHE Curriculum

	Autumn	Spring	Summer
	<u>Relationships</u>	<u>Living in the wider world</u>	<u>Health and well being</u>
Year 1	<p><u>Families and friendships</u> Roles of different people; families; feeling cared for</p> <p><u>Safe relationships</u> Recognising privacy; staying safe; seeking permission</p> <p><u>Respecting ourselves and others</u> How behaviour affects others; being polite and respectful</p>	<p><u>Belonging to a community</u> What rules are; caring for others’ needs; looking after the environment</p> <p><u>Media literacy and Digital resilience</u> Using the internet and digital devices; communicating online</p> <p><u>Money and Work</u> Strengths and interests; jobs in the community</p>	<p><u>Physical health and Mental wellbeing</u> Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p><u>Growing and changing</u> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><u>Keeping safe</u> How rules and age restrictions help us; keeping safe online</p>
Year 2	<p><u>Families and friendships</u> Making friends; feeling lonely and getting help</p> <p><u>Safe relationships</u> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><u>Respecting ourselves and others</u> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><u>Belonging to a community</u> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><u>Media literacy and Digital resilience</u> The internet in everyday life; online content and information</p> <p><u>Money and Work</u> What money is; needs and wants; looking after money</p>	<p><u>Physical health and Mental wellbeing</u> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><u>Growing and changing</u> Growing older; naming body parts; moving class or year</p> <p><u>Keeping safe</u> Safety in different environments; risk and safety at home; emergencies</p>
Year 3	<p><u>Families and friendships</u> What makes a family; features of family life</p> <p><u>Safe relationships</u> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><u>Respecting ourselves and others</u> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p><u>Belonging to a community</u> The value of rules and laws; rights, freedoms and responsibilities</p> <p><u>Media literacy and Digital resilience</u> How the internet is used; assessing information online</p> <p><u>Money and Work</u> Different jobs and skills; job stereotypes; setting personal goals</p>	<p><u>Physical health and Mental wellbeing</u> Health choices and habits; what affects feelings; expressing feelings</p> <p><u>Growing and changing</u> Personal strengths and achievements; managing and reframing setbacks</p> <p><u>Keeping safe</u> Risks and hazards; safety in the local environment and unfamiliar places</p>

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<p>Year 4</p>	<p><u>Families and friendships</u> <i>Positive friendships, including online</i> <u>Safe relationships</u> <i>Responding to hurtful behaviour; managing confidentiality; recognising risks online</i> <u>Respecting ourselves and others</u> <i>Respecting differences and similarities; discussing difference sensitively</i></p>	<p><u>Belonging to a community</u> <i>What makes a community; shared responsibilities</i> <u>Media literacy and Digital resilience</u> <i>How data is shared and used</i> <u>Money and Work</u> <i>Making decisions about money; using and keeping money safe</i></p>	<p><u>Physical health and Mental wellbeing</u> <i>Maintaining a balanced lifestyle; oral hygiene and dental care</i> <u>Growing and changing</u> <i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</i> <u>Keeping safe</u> <i>Medicines and household products; drugs common to everyday life</i></p>
<p>Year 5</p>	<p><u>Families and friendships</u> <i>Managing friendships and peer influence</i> <u>Safe relationships</u> <i>Physical contact and feeling safe</i> <u>Respecting ourselves and others</u> <i>Responding respectfully to a wide range of people; recognising prejudice and discrimination</i></p>	<p><u>Belonging to a community</u> <i>Protecting the environment; compassion towards others</i> <u>Media literacy and Digital resilience</u> <i>How information online is targeted; different media types, their role and impact</i> <u>Money and Work</u> <i>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</i></p>	<p><u>Physical health and Mental wellbeing</u> <i>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</i> <u>Growing and changing</u> <i>Personal identity; recognising individuality and different qualities; mental wellbeing</i> <u>Keeping safe</u> <i>Keeping safe in different situations, including responding in emergencies, first aid and FGM</i></p>
<p>Year 6</p>	<p><u>Families and friendships</u> <i>Attraction to others; romantic relationships; civil partnership and marriage</i> <u>Safe relationships</u> <i>Recognising and managing pressure; consent in different situations</i> <u>Respecting ourselves and others</u> <i>Expressing opinions and respecting other points of view, including discussing topical issues</i></p>	<p><u>Belonging to a community</u> <i>Valuing diversity; challenging discrimination and stereotypes</i> <u>Media literacy and Digital resilience</u> <i>Evaluating media sources; sharing things online</i> <u>Money and Work</u> <i>Influences and attitudes to money; money and financial risks</i></p>	<p><u>Physical health and Mental wellbeing</u> <i>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</i> <u>Growing and changing</u> <i>Human reproduction and birth; increasing independence; managing transitions</i> <u>Keeping safe</u> <i>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</i></p>