



# **St. Gabriel's CE Primary**

## **Personal, Social, Health & Economic Education Policy**

Including the statutory requirements for

### **Relationships and Health Education**

**& Statement Regarding Sex Education**



**Blackburn Diocesan  
Board of Education**

*"You shall love your neighbour as yourself"*  
*Matthew 22v39*

**Approved: Summer 2023**

**Review date: Summer 2024**

This policy covers our school's approach to the teaching and learning of statutory Relationships and Health Education (RHE) – which sits within our wider Personal, Social, Health and Economic curriculum (PSHE).

### Statutory requirements

The Department for Education requires primary schools to teach Relationships and Health Education (RHE) as part of a broad and balanced curriculum. This school complies with these requirements, along with those of the Equality Act and the Public Sector Equality duty.

### Vision

At St. Gabriel's Church of England School, we seek to foster relationships which reflect the commandment to 'love your neighbour' – and to demonstrate this through what we say and do and by understanding the importance of equality and respect.

As a Church school, our aims are built on a foundation of Christian Gospel teaching. However, the individual attributes and qualities we want to nurture are inclusive of all – whatever faith, belief or ability.

Our school vision has three parts...

#### 1. A Vision Statement:

**Our aim is to nurture children with the confidence and  
self-belief to achieve their best;  
to be resilient in their learning and ambitious in their hopes and dreams;  
to live in harmony, respecting others;  
to have the courage to think for themselves;  
to search and question throughout life's journey and, if their paths should lead them,  
to find a personal faith, hope and love in Jesus Christ.**

#### 2. Key attributes that we, as a whole school family, want to both nurture and demonstrate:

**selF-belief      courAge      resIience      ambiTion      Harmony**

#### 3. A Bible passage quotation to inspire children with the resolve to achieve these attributes:

*“Stand firm... be courageous” 1 Corinthians 16:13*

### Aims and Purpose for our Health and Relationships Education

RHE has a unique position to contribute to the curriculum in developing the health and wellbeing of the children in our care. It is important to provide children with the skills and knowledge to be happy, healthy and safe to live in today's world. Our RHE and wider PSHE curriculum is arranged to be both age and developmentally appropriate to each year group. It respects the backgrounds and beliefs of the whole school community, whilst following statutory requirements.

The Department for Education states:

*We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why all primary age children will be taught Relationships and Health Education. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child. Your child’s school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.*

## **Curriculum Content**

PSHE is the umbrella under which the new statutory requirements sit. Much of what is now statutory has been routinely taught in primary schools for years. However, the new requirements have been updated for the 21<sup>st</sup> century and include keeping safe in an IT driven world.

Statutory **Relationships Education** will put in place the building blocks needed for positive and safe relationships, including families, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the curriculum will cover how to treat each other with kindness, consideration and respect.

Statutory **Health Education** aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible if issues arise.

Please see Appendix 1 for details of the statutory curriculum requirements.

Please refer to our Scheme of Work for PSHE for full details of specific topics covered in each year group. Note: whilst some content may be moved between year groups eg to link with a change in topic, all teaching on key areas of adolescence will remain in Years 5 and 6.

## **Sex Education**

**In primary school, ‘Sex Education’ is not statutory. It is not included in the required elements of Relationships and Health education, nor in our school’s wider Personal, Social, Health & Economic education curriculum (PSHE). Primary schools have a choice to teach sex education.**

The National Curriculum has always required primary schools to teach aspects of growth, development, health and hygiene through the Science curriculum. This includes the physiological facts of sexual reproduction in animals with links made to the gestation and development of human babies.

Relationships and Health education now builds upon the science curriculum and makes specific requirements to teach:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Having carefully considered the needs of children in our school at this time, the Governors of St. Gabriel’s believe that the information provided to children does not need extending beyond the statutory content covered by both Science and the Relationships and Health Education curriculum.

Through fulfilling all statutory teaching across these, we believe we will *'equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life'* (DfE).

Governors believe that additional 'sex' education, which may include wider knowledge or discussion beyond these areas, is part of the wider responsibility of parents. As a Church school, we acknowledge the DfE's guidance that schools are *'sensitive to the needs and religious background of its pupils'* and to the faith communities in which some of our children are raised.

### **How we Teach**

All lessons in school are taught in a 'safe' learning environment – meaning children are encouraged to feel able and willing to ask questions to further their own understanding. This applies to all subjects, whether it is maths, science or PSHE.

Should children ask questions which touch upon personal issues, matters of religious or cultural difference, or ask questions likely to lead into areas which do not form part of the required curriculum, it is the policy of this school that such questions do not have to be answered directly, or immediately, or at all. These sorts of questions would be referred back to parents.

Any disclosures of a child protection nature must always be referred to the school's Designated Safeguarding Lead, in accordance with the Safeguarding and Child Protection policy.

### **Roles and responsibilities**

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

Staff are responsible for:

- Delivering PSHE with sensitivity.
- Modelling positive attitudes to PSHE
- Responding to the needs of individual pupils.

### **Monitoring arrangements**

Monitoring arrangements include reviews of planning, children's work, learning walks, and discussions with both staff and children.

## **Appendix 1 – Statutory Content for Relationships and Health Education**

**By the end of primary, pupils will need to know:**

### **Relationships Education - expectations**

#### **Families and people who care for the pupil**

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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're very different (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 respectful 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're 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's 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're 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)

## **Health Education - expectations**

### **Mental wellbeing**

- That mental wellbeing is a normal part of daily life, in 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 what they're feeling and how they're 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 friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's 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 a 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're 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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

**Basic first aid**

- How to make a 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 bodies**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle