

Hayes Meadow Personal, Social, Health and Economic education (PSHE) including Relationships and Sex (RSE) and Drug Education

Subject Lead: Miss E Cartwright

Curriculum Lead: Mrs P Gilbert

Link Governor: Mrs N Morgan

The PSHE policy encompasses the following policies:

Relationships and Sex Education (RSE) – Appendix 1

Drug Education – Appendix 2

At Hayes Meadow our motto is 'Be the Best We Can Be' which our PSHE education encompasses. PSHE at Hayes Meadow develops the qualities and attributes our children need to thrive as individuals.

### **The aims for the School**

- To become independent, responsible individuals.
- To have an awareness of right and wrong.
- To prepare our children for life beyond primary school.
- To equip our children with social skills and understanding to become good citizens in the future.
- To be respectful of others.
- To enable our children to set targets and reach their goals.
- To make informed choices.

### **The organisation of PSHE**

Hayes Meadow has taken on board the Entrust PSHE scheme of work which encompasses RSE. It is broken down into six areas: Happy and Healthy Me, Me and My Relationships, Me and My Safety, Me and My School, Me and Other People and Me in the World. Within these areas children will learn about nutrition and physical education, drugs, alcohol and tobacco, relationships, emotional health and wellbeing, safety, careers, work-related learning and personal finance.

PSHE at Hayes Meadow Primary School will be taught by either teachers and/or teaching assistants. Teachers will use the Entrust Scheme of Work as a starting point when carefully planning lessons. To enhance the PSHE curriculum themed days, visitors and cross curricular links will be made to the teaching.

## **Monitoring and evaluation**

The Headteacher and Subject Leader are responsible for overseeing and monitoring the delivery, continuity and effectiveness of the curriculum through:

- regular formal and informal discussions with staff
- monitoring of planning to ensure PSHE curriculum and key skills coverage
- work scrutiny, alongside planning to ensure learning is optimised
- observing learning and teaching to ensure progress is being made within the PSHE
- regular reviews of PSHE through pupil discussion and open dialogue.

All teaching staff are responsible for the planning and delivery of PSHE on a day-to-day basis. It is important that all staff are aware of what is being taught to pupils as pupils may wish to disclose information to any member of staff. All staff are aware of the safeguarding procedure and the process to follow if they have any concerns regarding a child's disclosure.

## **Inclusion**

We value the diversity of individuals within the school. All children have equal access to PSHE and are treated fairly regardless of race, religion or ability. Children learn best when they can understand links and have reasons for learning. Our PSHE curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Review: June 2022

## **Appendix 1 RSE**

At Hayes Meadow Relationships Education provides an opportunity for children to be taught about positive emotional and mental wellbeing. Furthermore, it enables children to know what a relationship is, what friendship is, what family means and who the people are who can support them.

Children will be taught how to take turns, treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. They will be aware of establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

In this document, Relationship, Health and Sex Education is defined as learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage for family life, respect, love and care. Sex and relationship education is part of the personal, social and health education curriculum in our school.

### **The aims for the School**

- To teach children about the physical development of their bodies as they grow into adults.
- To enable children to have respect for their own bodies.
- To develop an understanding of the importance of family life.
- To enable children to develop an understanding of their physical and mental health.

### **The organisation of RSE**

Relationship and Health Education is taught by either teachers and/or teaching assistants. Sex Education will be taught by the Class Teacher or School Nurse. Sometimes we may feel it is appropriate for children to have lessons in single sex groups.

As a school and Governing board, we are determined to deliver an exciting RSE curriculum. Teachers will use the Entrust Scheme of Work (see Appendix A detailing the vocabulary used at each stage of the children's school career) as a starting point when carefully planning lessons to incorporate enrichment activities such as visitors into our school, such as the school nurse and Police. Visitors to the school will be supervised by a class teacher and their input will be evaluated to ensure that the children are benefiting from their visit.

In each of the lessons our Ground Rules are used to ensure that all children will have the opportunity to share their views and opinions, in a safe, age-appropriate learning environment. Children have the opportunity to ask any questions. We are aware that children might not always feel confident in asking questions in front of peers; hence, in each

class there is a worry box, which children are able to anonymously ask questions or share their worries.

Age-appropriate resources and terminology will be used within lessons. Resources and activities such as circle time, discussions, role play/scenarios, card sorting activities, stories and video clips.

In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. The correct terminology for body parts will be taught across Year 2 and 3 as children need to know that their body belongs to them and the difference between appropriate and inappropriate or unsafe contact.

The teaching of puberty will begin in Year 4, following the Entrust planning to introduce the term puberty and some of the physical changes that boys and girls go through during puberty. They will also discuss how their feelings may change. This learning will be built on further in Years 5 and 6 when the School Nurse visits the children. The School Nurse is well equipped to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their body's change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

As a school we will also be teaching age-appropriate Sex Education. This is in addition to what is covered in the Science curriculum. Year 6 children will also be taught the factual information about conception. We believe that this learning contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

## **Confidentiality**

We conduct Sex and Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved in sexual activity or anything else that raises concern, then the member of staff will take the matter seriously and deal with it as a matter of child protection. The disclosure will be reported to the Safeguarding Lead or Deputy Safeguarding Lead in a timely manner so that the Headteacher can deal with the matter in consultation with health care professionals following safeguarding procedures and policies.

## **The role of parents**

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- inform parents about the school's relationship and sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy
- inform parents about the best practice known with regard to Relationship and Sex education, so that the teaching in school supports the key messages that parents and carers to give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

## **Parental Consultation**

In line with the statutory guidance, parents were consulted when implementing the RSE curriculum. To inform parents of what we proposed to teach in each year group, a letter detailing this information was shared on the school website (9.6.20). The draft policy was also shared on the website and with governors. Parents, within the letter were encouraged to contact the school if they wanted to find out more or to discuss any concerns. From this we had no response from parents. Letters are also sent out to parents prior to some teaching, including:

- Year 2 – learning about the names of boy's and girl's body parts including some sexual parts.
- Year 3 – learning about the names of boy's and girl's body parts including some sexual parts.
- Year 4 – the introduction of the term puberty and some of the changes boys and girls go through.
- Year 5 – Puberty
- Year 6 – Puberty and conception

## **Right to withdraw**

Relationships and Health Education is compulsory as of September 2020 in all primary schools. Parents do not have the right to withdraw their children from either Relationship or Health Education. Parents do; however, have the right to withdraw their children from some or all of the sex education delivered as part of the statutory RSE other than that covered in the Science curriculum.

If a parent wishes their child to be withdrawn from sex education lessons, they should make this request in writing to the Head Teacher, and make it clear which aspects of the

programme they do not wish their child to participate in. A meeting or telephone call with the Head Teacher will then be arranged to discuss the request. The school will always comply with the wishes of parents in this regard. Records will be kept documenting the process.

## **The role of the Head Teacher**

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Relationship and Sex Education Policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school Sex Education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

## **Monitoring and evaluation**

The Head Teacher and Subject Leader are responsible for overseeing and monitoring the delivery of the continuity and effectiveness of the curriculum through:

- regular formal and informal discussions with staff
- monitoring of planning to ensure RSE curriculum and key skills coverage
- work scrutiny, alongside planning to ensure learning is optimised
- observing learning and teaching to ensure progress is being made within the RSE
- regular reviews of RSE through pupil discussion and open dialogue.

All teaching staff are responsible for the planning and delivery of RSE on a day-to-day basis. It is important that all staff are aware of what is being taught to pupils as pupils may wish to disclose information to any member of staff. All staff are aware of the safeguarding procedure and the process to follow if they have any concerns regarding a child's disclosure.

## **Inclusion**

We value the diversity of individuals within the school. All children have equal access to RSE and are treated fairly regardless of race, religion or ability. Children learn best when they can understand links and have reasons for learning. Our RSE curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

## **Policy Sharing and Review**

All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the school's website. Hard copies will also be available at the school office.

This policy will be reviewed every year by the subject lead. The Governing Body will also review and approve it annually.

Next review: June 2022

## Appendix A

### RSE in the Entrust Scheme of Work

This document summarises the main RSE content in the Entrust Scheme of Work. It can be used as an appendix to the school's RSE Policy.

This has also been mapped against the statutory guidance for relationships education (REd), health education (H Ed) the Science (Sc) national curriculum and those which might be considered Sex education (S Ed).

In Primary schools sex education is not statutory however within the guidance the Department for Education “continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both 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”

The Science National Curriculum for Year 1 requires schools to teach the names of external parts of the body. The Sex Education Forum recommends that this includes external genitalia. This is vital for safeguarding as it gives children the language to describe the private parts of their body and to seek help if they are abused. Within this scheme this vocabulary is introduced in Year 2 although schools may decide to introduce it earlier.

Vocabulary and content which maybe considered as sex education are highlighted in bold.

Within Year 5 and 6 vocabulary relating to the sexual body parts are part of the learning about puberty and the “changing adolescent body”. These are part of the health education curriculum and therefore have to be taught to all children and there is no parental right to withdraw.

| Year | Theme                   | Key concepts                                    | Vocabulary   | R Ed | H Ed | Sc | S Ed |
|------|-------------------------|---|--|------|------|----|------|
| FS   | Me and my Relationships | Friends<br>Families                             | Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin | Y    |      |    |      |
| 1    | Happy and Healthy Me    | Parts of the body<br>Changes from baby to adult | Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager,                                  | Y    |      | Y  |      |



| Year | Theme                   | Key concepts   | Vocabulary   | R Ed | H Ed | Sc | S Ed |
|------|-------------------------|--|--|------|------|----|------|
|      |                         | What can we do now and what can we do in the future  | elderly, change, needs, grow and develop   |      |      |    |      |
|      | Me and My Relationships | Types of families<br>Special people<br>Friends<br>Making choices   | Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice                                 | Y    |      |    |      |
| 2    | Happy and Healthy Me    | Parts of the body<br>Germs and diseases  | <b>Nipples, vulva, penis, testicles</b> , clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist          | Y    | Y    |    | Y    |
|      | Me and My Relationships | Getting on with others<br>Dealing with conflict<br>Teasing and bullying<br>Changing relationships                      | Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share | Y    |      |    |      |
|      | Me and My Safety        | Keeping safe in relation to people<br>Surprises and secrets  | Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop  | Y    |      |    |      |
|      | Me and Other People     | Differences between boys and girls (not physical)<br>Gender stereotypes<br>Stonewall – Same Love<br>Different Families | Boy, girl, male, female, family, same, different and similar   | Y    |      |    |      |

|   |                         |   |  |   |   |   |   |
|---|-------------------------|---|--|---|---|---|---|
| 3 | Me and My Relationships | Differences between boys and girls (physical, emotional and social)<br>Families<br>Choices<br>Friendships<br>Arguments<br>Choices and influences  | Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue<br><b>penis, testicles, breasts, vulva, vagina, womb</b> , male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad  | Y | Y |   | Y |
|   | Me and My Safety        | Physical contact – acceptable and not acceptable<br>Dealing with physical contact<br>NSPCC PANTS resource   | Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,   | Y |   |   |   |
| 4 | Happy and Healthy Me    | Illness<br>Spread of disease  | Bacteria, virus, germs Ill, unwell, spread stop and hygiene  |   | Y |   |   |
|   | Me and My Relationships | Life cycles in animals<br>Changes experienced<br>Introduction to puberty<br>Feelings and emotions<br>Good and bad touches<br>Private parts<br>Scenarios around physical contact<br>Bad secrets<br>Loss<br>Violence in relationships | Life cycle, grow, change, mature, develop, puberty, body processes, inevitable,<br>grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable<br>feelings, loss, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility | Y | Y | Y |   |
|   | Me and My Safety        | Hazards online including relationships on line  | On line, passwords, personal information, CEOP button and secret   | Y |   |   |   |

|   |                         |  |   |   |   |   |   |
|---|-------------------------|--|---|---|---|---|---|
| 5 | Me and My Relationships | Changes in boys and girls<br>Menstruation/Periods<br>Realities and myths about periods<br>Provision in school for periods<br>Gender stereotypes<br>Hygiene<br>Relationships<br>Love<br>What makes a good partner?<br>Unhealthy relationships<br>Pressure | Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility | Y | Y |   |   |
| 6 | Me and My Relationships | Concerns and worries<br>NSPCC – In the Know  | Puberty and feelings  |   | Y |   |   |
|   | Happy and Healthy Me    | Internal sexual organs<br>Menstruation<br><b>Conception</b><br>Gender stereotypes  | Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, <b>sexual intercourse</b> , womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries   | Y | Y | Y | Y |

## Appendix 2 – Drugs Education Policy

### Drug Education Policy

#### Hayes Meadow Primary School

Hayes Meadow Primary School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of its children and staff.

The school values the importance of its pastoral role in the welfare of its children, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided.

Education about drugs it not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.

Drug issues and concerns extend across socio-economic and ethnic boundaries, and children of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use.

#### Drug Policy Aims

- To provide a safe, healthy environment in which children and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable children to appreciate the benefits of a healthy lifestyle, now and in the future.
- To enable children to make reasoned, informed choices.
- To minimise pupil's experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.
- To support and engage parents/carers and children in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. CAHMS, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for children.
- To work with SCC and outside agencies to secure and support a balanced delivery of a drugs education programme e.g. community police.
- To provide opportunities for children to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip children with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.

- To build children' decision-making skills and increase self-esteem.
- To engage parents/carers in the school community and learning process.
- To enable children and staff to access support if they have concerns about their own or others' drug use.

## **Organisation**

We regard drugs education as a whole school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle throughout the curriculum. Children are taught within Health Education (see Relationships and Sex Education policy) from Reception about medicine and making healthy choices. In year 4 the children learn about drugs, tobacco and alcohol. Drugs education is also taught within Science in Year 6, where the children are taught about the impact drugs have on our bodies, and the dangers involved to those who take them. In teaching we follow guidance from the Science curriculum. We may also draw on advice and resources from the School Nurse or the Local Health Authority. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. We give the children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others.

## **The role of the Headteacher**

- It is the responsibility of the Headteacher to ensure that staff and parents are informed about this Drugs Education Policy, and that the policy is implemented effectively. It is also the Headteachers' role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The Headteacher will liaise with external agencies regarding the school drugs education programme and ensure all adults who work with children on these issues are aware of the school policy and work within this framework.
- The Headteacher will monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.

## **The role of the governors**

- The governing board will support the Headteacher in following these guidelines. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LEA and health organisations so that the school's policy is in line with the best advice available.

## **The role of the parents**

- The school is well aware that the primary role in children's drug education lies with parents. We wish to build a positive and supporting relationship with the parents of

children at school through mutual understanding, trust and cooperation. In promoting this objective we will:

1. Inform parents about the school drugs education and practice
2. Answer any questions parents may have about drugs education their child receives in school
3. Take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drug education in the school
4. Liaise with parents in reviewing the school policy and making modifications to it as necessary
5. Inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

### **Monitoring and review**

- The curriculum committee of the governing body on an annual basis will monitor the Drugs Education Policy. This committee will report their findings and recommendations to the full governing board as necessary, if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded. Governors require the Headteacher to keep a written record detailing the content of the drug education programme taught in the school.