

# Oakham Primary School

## PSHE Policy



**Approved by Governors on:**

**22/11/21**

**Signature of Chair of Governors:**

A handwritten signature in black ink, appearing to read "N Skett".

**Lead Personnel:**

**N Skett**

**Date to be reviewed:**

**22/11/24**

Contents:

Statement of intent

1. Legal Framework

2. Roles and Responsibilities

3. Organisation of the Curriculum

4. Consultation with Parents & Carers

5. PSHE Overview

6. Relationships Education per Year Group

7. Health Education Overview

8. Health Education per Year Group

9. Sex Education

10. Delivery of the Curriculum

11. Working with External Experts

12. Equality and Accessibility

13. Curriculum Links

14. Withdrawing from the subjects

15. Behaviour

16. Staff Training

17. Confidentiality

18. Monitoring Quality

19. Monitoring and Review

20. Appendices A-D

## **Statement of Intent**

At Oakham Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to PSHE (RHE & RSE) which must be delivered to every primary-aged pupil.

Primary schools also have the option to decide whether pupils are taught Sex Education. State-funded primary schools are also required to teach Health Education.

PSHE and Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health Education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

### **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Data Protection
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-Safety Policy
- Internet Policy
- HRE & RSE Policy

## **2. Roles and responsibilities**

The Governing Board 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 withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a regular basis.

The PSHE subject lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory primary requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

All teachers are responsible for:

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

- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships and Health Education subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, the teachers who will be delivering relationships and health education are outlined below

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of support staff in order to meet pupils' individual needs.

### **3. Organisation of the Curriculum**

Every primary school is required to deliver statutory Relationships Education and Health Education units of study. The delivery of the Relationships Education and of Health Education coincide with one another and will be delivered as part of the school's overall PSHE curriculum. Please see Appendix A for full details of the Whole School PSHE Curriculum.

For the purpose of this policy:

- "PSHE Education" is defined as Personal, Social, Health and Economic education. It is the umbrella subject that relationships and health education sits within. The new requirements cover approximately 80% of the PSHE curriculum.
- "Relationships Education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The PSHE curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Curriculum overviews
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with a member of the School Leadership Team or PSHE lead, Miss S.Haselock.
- Email: [school.office@oakham.sandwell.sch.uk](mailto:school.office@oakham.sandwell.sch.uk)
- Submitting written feedback to the school office.

#### **4. Consultation with Parents & Carers**

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in Section 3 of this policy.

Parents are provided with the following information:

- The content of the PSHE curriculum
- The delivery of the overall PSHE Curriculum, including which elements are taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

#### **5. Relationships Education overview**

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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**

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful Relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online Relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## Being Safe

By the end of primary school, pupils will know:

- 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

## 6. Relationships Education per year group

The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. At Oakham Primary School, we will be using the scheme of work from the Christopher Winter Resources (CWP). Please see Appendix B for full details.

*Please note that the Year 6 (lesson 3) **will not** be taught due to content about conception and pregnancy.*

## **7. Health Education Overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental Wellbeing**

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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 are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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**

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of 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**

By the end of primary school, pupils will know:

- 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 by 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**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

### **Drugs, Alcohol and Tobacco**

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and Prevention**

By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic First Aid**

By the end of primary school, pupils will know:

- 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 body**

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

## **8. PSHE including RHE per year group**

The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group. (See Appendix B).

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

### **Mental Well-Being**

The elements of mental well-being will be covered through our current PSHE scheme of Healthy Minds, Happy Me.

### **Drugs, Alcohol and Tobacco**

The drugs, alcohol and tobacco resources used in school are taken from the Christopher Winter Project. Please see Appendix C for full details.

### **Basic First Aid**

Basic first aid will be taught through school via a series of lessons approved by the PSHE association, written by St John's Ambulance. These lessons taught to children in Year 3 through to Year 6(KS2). Please see Appendix D for full details on the First Aid curriculum units.

### **Changing adolescent body**

See the Timothy Winters Project scheme in Section 6 for information on lessons for this area.

## **9. Sex Education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum.

## **10. Delivery of the Curriculum**

The relationships and health curriculum will be delivered as part of our PSHE curriculum. The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

We will ensure that appropriate LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-Safety and Internet Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging

perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues by following class ground rules.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Group presentations
- Group tasks
- Independent tasks
- Projects

All teaching staff will follow the following long term plan to show them which areas of the PSHE, relationships and health education will need to be taught and when.

### **11. Working with External Experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum.

- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## **12. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must 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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case,

the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

### **13. Curriculum links**

The school seeks opportunities to draw links between PSHE and other curriculum subjects wherever possible to enhance pupils' learning. PSHE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty. Pupils also learn about the importance of keeping your body healthy by having a balanced diet, exercising regularly and keeping clean.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- DT – pupils learn about the importance of food safety/hygiene.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

### **14. Withdrawing from PSHE, RHE or RSE**

PSHE and the associated RHE sessions are statutory at primary and parents do not have the right to withdraw their child from the subjects. As a school we do not teach any elements of Sex Education that further outline what is stated in the science curriculum.

### **15. Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

The head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

### **16. Staff training**

All staff members at the school will undergo training when appropriate to ensure they are up-to-date with the PSHE, RHE & RSE programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## **17. Confidentiality**

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **18. Monitoring Quality**

The PSHE, relationships and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The PSHE Lead will create annual subject reports for the head teacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the Head Teacher and associated governors, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **19. Monitoring and review**

The Governing Body is responsible for approving this policy. This policy will be reviewed on a regular basis by the PSHE lead and Head Teacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## Appendix A – Whole School PSHE Curriculum

### PSHE Focus Weeks 2021/2022

Autumn 1	Term Starts 02/09	06/09	13/09	20/09	27/09	04/10	11/10	18/10
	Welcome Back Class Rules and expectations	British and Oakham Values Democracy	British and Oakham Values Rule of Law	British and Oakham Values Individual Liberty Macmillan	British and Oakham Values Mutual respect NSPCC PANTS	British and Oakham Values Tolerance and different faiths and beliefs  Black History Month		
Autumn 2	01/11	08/11	15/11	22/11	29/11	06/12	13/12	
	Firework Safety	Children in Need Follow up activity Bikeability (N/A)	Anti-Bullying Week	Safety week 1 Road Safety	Healthy Mind Happy Me First Module Lesson 1	Healthy Mind Happy Me First Module Lesson 2	Healthy Mind Happy Me First Module Lesson 3	
Spring 1	03/01	10/01	17/01	24/01	31/01	07/02	14/02	
	Healthy Mind Happy Me First Module Lesson 4	Healthy Mind Happy Me First Module Lesson 5	Healthy Mind Happy Me First Module Lesson 6	Safety week 2 Clever Never Goes	Safety week 2 Clever Never Goes	Safety week 3 Internet Safety	Safety week 3 Internet Safety	
Spring 2	28/02	07/03	14/03	21/03	28/03	04/04		
	Healthy Mind Happy Me Second Module Lesson 1	Healthy Mind Happy Me Second Module Lesson 2	Healthy Mind Happy Me Second Module Lesson 3	Comic Relief Healthy Mind Happy Me Second Module Lesson 4	Down Syndrome Awareness Healthy Mind Happy Me Second Module Lesson 5	Healthy Mind Happy Me Second Module Lesson 6		
Summer 1	25/04	02/05	09/05	16/05	23/05			
	Safety week 4 First Aid (Basic First Aid) Enrichment Healthy Mind Happy Me Third Module Lesson 1	Safety week 4 First Aid (Year group focus) Enrichment Healthy Mind Happy Me Third Module Lesson 2	Healthy Mind Happy Me Third Module Lesson 3	Health week Physical Health and Fitness Drugs, Alcohol and Tobacco	Follow on Health week during PSHE lessons			
Summer 2	06/06	13/06	20/06	27/06	04/07	11/07	18/07	
	Safety week 5 Water Safety	SRE	SRE	SRE	Healthy Mind Happy Me Third Module Lesson 4	Healthy Mind Happy Me Third Module Lesson 5	Healthy Mind Happy Me Third Module Lesson 6	

Whole School Celebrations
Safety Week
Phase Assembly with follow up activity
Healthy Mind Happy Me
Phase Assembly
Year Specific Activity

Whole-school PSHE focus weeks are additional sessions to supplement the coverage provided by Healthy Mind, Happy Me.

## Appendix B – RHE Units – Timothy Winters Project Units

### Appendix B – Timothy Winters Project Units RHE

Year Group	Programmes of Study	Learning Intentions	Learning Outcomes	Titles	Vocabulary
Reception	<p><u>Early Learning Goals</u></p> <p>Physical Development Health and self-care Physical Development Health and self-care Personal, Social and Emotional Development Making Relationships</p>	<ul style="list-style-type: none"> <li>To consider the routines and patterns of a typical day.</li> <li>To understand why hygiene is important.</li> <li>To recognise that all families are different.</li> </ul>	<ul style="list-style-type: none"> <li>Understand some areas in which the children can look after themselves e.g. dressing and undressing.</li> <li>Explain why it is important to keep clean.</li> <li>understand some basic hygiene routines.</li> <li>Identify different members of the family.</li> <li>Understand how members of a family can help each other.</li> </ul>	<p>Our Day</p> <p>Keeping Ourselves Clean</p> <p>Families</p>	<p>Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.</p>
Year 1	<p><u>PSHE - Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>the importance of and how to maintain personal hygiene</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul>	<ul style="list-style-type: none"> <li>To understand some basic hygiene principles.</li> <li>To introduce the concept of growing and changing.</li> <li>To explore different types of families and who to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Know and how to keep clean and look after oneself.</li> <li>Understand that babies become children and then adults.</li> <li>Know the differences between boy and girl babies.</li> <li>Know there are different types of families.</li> <li>Know which people we can ask for help.</li> </ul>	<p>Keeping Clean</p> <p>Growing and Changing</p> <p>Families and Care</p>	<p>Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina.</p>
Year 2	<p><u>PSHE - Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>To introduce the concept of male and female and gender stereotypes</li> <li>To identify differences between males and females</li> <li>To explore some of the differences between males and females and to understand how this is part of the lifecycle</li> <li>To focus on sexual difference and name body parts</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</li> <li>Describe some differences between male and female animals Understand that making a new life needs a male and a female</li> <li>Describe the physical differences between males and females Name the male and female body parts</li> </ul>	<p>Differences: Boys and Girls</p> <p>Differences: Male and Female</p> <p>Naming the Body Parts</p>	<p>Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina.</p>
Year 3	<p><u>PSHE - Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable,</li> </ul>	<ul style="list-style-type: none"> <li>To explore the differences between males and females and to name the body parts.</li> <li>To consider touch and to know that a person has the right to say what they like and dislike</li> <li>o explore different types of families and who to go to for help and support</li> </ul>	<ul style="list-style-type: none"> <li>Know some differences and similarities between males and females Name male and female body parts using agreed words</li> <li>Identify different types of touch that people like and do not like</li> <li>Understand personal space</li> <li>Talk about ways of dealing with unwanted touch</li> <li>Understand that all families are different and have different family members Identify who to go to for help and support</li> </ul>	<p>Differences: Male and Female</p> <p>Personal Space</p> <p>Family Differences</p>	<p>Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship.</p>

	<p>anxious or that they believe to be wrong</p> <p><u>PSHE - Relationships</u></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>				
Year 4	<p><u>PSHE - Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• about human reproduction</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the human lifecycle</li> <li>• To identify some basic facts about puberty</li> <li>• To explore how puberty is linked to reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</li> <li>• Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty</li> <li>• Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce</li> </ul>	<p>Growing and Changing</p> <p>What is Puberty?</p> <p>Puberty Changing and Reproduction</p>	<p>Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.</p>
Year 5	<p><u>PSHE - Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul> <p><u>PSHE - Relationships</u></p> <ul style="list-style-type: none"> <li>• to feel confident to raise their own concerns, to recognise and care about other people's feelings</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the emotional and physical changes occurring in puberty</li> <li>• To understand male and female puberty changes in more detail</li> <li>• To explore the impact of puberty on the body &amp; the importance of hygiene</li> <li>• To explore ways to get support during puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the main physical and emotional changes that happen during puberty</li> <li>• Ask questions about puberty with confidence</li> <li>• Understand how puberty affects the reproductive organs</li> <li>• Describe how to manage physical and emotional changes</li> <li>• Explain how to keep clean during puberty</li> <li>• Explain how emotions change during puberty</li> <li>• Know how to get support and help during puberty</li> </ul>	<p>Talking About Puberty</p> <p>Male and Female Changes</p> <p>Puberty and Hygiene</p>	<p>Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, 'wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.</p>
Year 6	<p><u>PSHE - Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about human reproduction</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul> <p><u>PSHE - Relationships</u></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those</li> </ul>	<ul style="list-style-type: none"> <li>• To consider puberty and reproduction</li> <li>• Consider physical &amp; emotional behaviour in relationships</li> <li>• To explore the process of conception and pregnancy</li> <li>• To explore positive and negative ways of communicating in a relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how and why the body changes during puberty in preparation for reproduction</li> <li>• Talk about puberty and reproduction with confidence</li> <li>• Discuss different types of adult relationships with confidence Know what form of touching is appropriate</li> <li>• Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</li> <li>• To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</li> </ul>	<p>Puberty and Reproduction</p> <p>Understanding Relationships</p> <p>Conception and Pregnancy</p> <p>Communicating in Relationships</p>	<p>Womb, sperm egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, consent, intimacy, communication, personal/private information, internet safety.</p>

## Appendix C – Drugs & Alcohol Units Overview

Year Group	Programmes of Study	Learning Intentions	Learning Outcomes	Titles	Vocabulary
Year 1	<p><u>PSHE – Health and Wellbeing</u></p> <p>1. What is meant by a healthy lifestyle</p> <p>B. to identify different influences on health and wellbeing</p> <p>what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>that household products, including medicines, can be harmful if not used properly</p> <p>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p>	<ul style="list-style-type: none"> <li>To identify how to stay healthy</li> <li>To explore when and how to take medicines safely</li> <li>To identify who should be able to give us medicine</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to look after our bodies</li> <li>To know how medicines get into our bodies</li> <li>To know why people use medicines</li> <li>To understand that some people need to take medicines all the time to stay healthy</li> <li>To know when we should take medicines and who should give them to us. To know the rules about medicines</li> </ul>	Staying Healthy Medicines Who gives us medicine?	Un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital
Year 2	<p><u>PSHE – Health and Wellbeing</u></p> <p>3. How to manage risks to physical and emotional health and wellbeing</p> <p>4. Ways of keeping physically and emotionally safe</p> <p>That household products, including medicines can be harmful, if not used properly.</p> <p>Rules for and ways of keeping physically and emotionally safe (including safety in the environment)</p>	<ul style="list-style-type: none"> <li>To explore substances and situations that are safe or unsafe</li> <li>To be able to identify some hazardous substances</li> <li>To consider safety rules for at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>To know what is safe or unsafe</li> <li>To know when something is too risky</li> <li>To know that some things we put into our bodies can harm us</li> <li>To know some rules about keeping safe</li> <li>To be able to follow safety instructions and rules at home and at school</li> </ul>	Risk Hazardous Substances Safety Rules	Safe, unsafe, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter, risky.
Year 3	<p><u>PSHE – Health and Wellbeing</u></p> <p>1. What is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>B. to identify different influences on health and wellbeing</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety</p> <p>How to make informed choices</p> <p>what positively and negatively affects their physical, mental and emotional health</p>	<ul style="list-style-type: none"> <li>To consider smoking and its effects</li> <li>To understand the impact of smoking and passive smoking</li> <li>To know some strategies to prevent starting smoking</li> </ul>	<ul style="list-style-type: none"> <li>To know how smoking affects people</li> <li>To consider why people smoke</li> <li>To know some of the effects of smoking on the body</li> <li>To know about passive smoking</li> <li>To know the rules and laws to prevent smoking</li> <li>To be able to make the positive choice not to smoke</li> </ul>	Why People Smoke Physical Effects of Smoking No Smoking	Smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, pressure, toxic, chemicals, addictive
Year 4	<p><u>PSHE – Health and Wellbeing</u></p> <p>1. What is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p>	<ul style="list-style-type: none"> <li>To understand the effect alcohol has on the body</li> <li>To understand the risks related to drinking alcohol</li> </ul>	<ul style="list-style-type: none"> <li>To know what alcohol is and how it affects the body</li> <li>To understand that everyone will be affected differently by alcohol</li> </ul>	Effects of Alcohol Alcohol and Risks Limits to Drinking Alcohol	Alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious
	<p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>B. to identify different influences on health and wellbeing</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety</p> <p>How to make informed choices what positively and negatively affects their physical, mental and emotional health</p>	<ul style="list-style-type: none"> <li>To consider how society limits the drinking of alcohol</li> </ul>	<ul style="list-style-type: none"> <li>To know there are risks to drinking alcohol</li> <li>To know some laws about drinking alcohol</li> <li>To consider ways of persuading people to drink alcohol sensibly</li> </ul>		
Year 5	<p><u>PSHE – Health and Wellbeing</u></p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>B. to identify different influences on health and wellbeing</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard'</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<ul style="list-style-type: none"> <li>To explore a range of legal and illegal drugs, their risks and effects</li> <li>To have considered the children's attitudes and beliefs about drug use and drug users</li> <li>To have considered strategies to resist drug use</li> </ul>	<ul style="list-style-type: none"> <li>To know about a range of legal and illegal drugs</li> <li>To have some understanding of the effects and risks of illegal drugs</li> <li>To explore attitudes to drug use</li> <li>To understand that all sorts of people may misuse drugs</li> <li>To challenge myths about drug use</li> <li>To know a range of skills to resist peer pressure</li> <li>To develop some assertiveness skills</li> </ul>	Legal and Illegal Drugs Attitudes to Drugs Peer Pressure	Legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes
Year 6	<p><u>PSHE – Health and Wellbeing</u></p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>B. to identify different influences on health and wellbeing</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety to differentiate between the terms 'risk', 'danger' and 'hazard'</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<ul style="list-style-type: none"> <li>To understand the effects, risks and law relating to cannabis</li> <li>To understand the risk of volatile substance abuse (VSA)</li> <li>To be aware of the options for getting help, advice and support</li> </ul>	<ul style="list-style-type: none"> <li>To know what effect cannabis can have on your health and life</li> <li>To know the legal consequences of using cannabis</li> <li>To know the effects and risks of volatile substance abuse</li> <li>To know how to get aid to give help</li> <li>To have practised communicating with adults</li> <li>To know how to access help and support</li> </ul>	Cannabis Volatile Substance Abuse and Getting Help Help, Advice and Support	Cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency

### Appendix D – Key Stage Two First Aid Units

Year Group	Programmes of Study	Learning Intentions	Learning Outcomes	Title	Vocabulary
Year 2	RSE – Basic First Aid Pupils should know: • 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.	<ul style="list-style-type: none"> <li>To understand what to do and who to call in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Understand it's most important to ensure the safety of myself and others in the event of an emergency</li> <li>Assist in an emergency by correctly calling for help</li> <li>Know the information I need to give to emergency services if they are called to an incident</li> </ul>	Emergencies and Calling for Help	Calmly, reassure, Casualty, emergency operator, 999/112, incident, location, scenario, injuries, landmarks, identification, information, hazards, awareness, accident prevention, assistance
Year 3	RSE – Basic First Aid Pupils should know: • 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.	<ul style="list-style-type: none"> <li>To identify an allergic reaction</li> <li>To provide first aid treatment</li> </ul>	<ul style="list-style-type: none"> <li>Identify when a casualty is having an allergic reaction to a bite or sting</li> <li>Provide first aid treatment for a casualty who has been bitten or stung</li> <li>Comfort and reassure a casualty who has been bitten or stung</li> <li>Seek medical help if required</li> </ul>	Bites and Stings	Allergic, airways, respiratory rate, breathing, reddening, puncture, swelling, infection, venom, reaction, auto injector, anaphylaxis
Year 4	RSE – Basic First Aid Pupils should know: • 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.	<ul style="list-style-type: none"> <li>To identify asthma attacks</li> <li>To provide first aid treatment</li> </ul>	<ul style="list-style-type: none"> <li>Identify a casualty who is having an asthma attack</li> <li>Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma</li> <li>Seek medical help, if required, for someone who is having an asthma attack</li> </ul>	Asthma	Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate
Year 5	RSE – Basic First Aid Pupils should know: • 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.	<ul style="list-style-type: none"> <li>To provide first aid to someone who is bleeding</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the safety of themselves and others.</li> <li>Assess a casualty's condition calmly and give first aid to a casualty who is bleeding</li> <li>I can give first aid to a casualty who is in shock.</li> <li>I can seek medical help if required for a casualty who is bleeding</li> </ul>	Bleeding	Safety, minor, severe, bleeding, heart, arteries, veins, positioning, shock, oxygen, red blood cells, circulating, white blood cells, infection, bandaging, reassuring
Year 6	RSE – Basic First Aid Pupils should know: • how to make a clear and efficient call to emergency services if necessary.	<ul style="list-style-type: none"> <li>To provide first aid to someone who is choking</li> </ul>	<ul style="list-style-type: none"> <li>Identify a casualty who is choking</li> <li>Assess and give first aid to a casualty who is choking</li> <li>Seek medical help if required</li> </ul>	Choking	Airway, inhale, breathing, obstruction, trachea, windpipe, epiglottis, stomach, back blows, abdomen,
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>				ribcage, exhale, lungs, oesophagus