



Relationships, Sex and Health Education (RSHE) Policy

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INTRODUCTION AND BACKGROUND

The school curriculum in England, as outlined in the 2013 National Curriculum, states that every school must provide a curriculum that is 'balanced and broadly based' and which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'¹. In addition, the Department for Education have introduced Relationships and Sex Education (RSE) and Health Education Guidance for primary schools, updated previously in February 2019, which is now Statutory, effective as of September 2020². Relationships Education for primary schools is defined as "**the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults**"³. Lipson Vale Primary School (LVPS) therefore continues to develop teaching and learning to reflect relevant and current guidance, legislation and best practice. LVPS have utilised Government guidance, Local Authority support and existing best practice to review and shape this Policy. The programme of learning opportunities shows how Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) compliments and supports the wider curriculum and the school's positive ethos. The school's policy for RSHE now includes all aspects of PSHE and Social, Moral, Spiritual, and Cultural Education (SMSC), Citizenship and Sex Education (previously separate policies).

At LVPS, we want our children to develop a lifelong love of learning and to be curious, motivated and excited about coming to school. By providing children with these skills and knowledge we will prepare them for successful, healthy lives in the ever-changing world in which they live. RSHE teaching and learning is therefore vital for providing opportunities for children and young people to reflect on and clarify their own values and attitudes. Children will learn to explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. As a school, we aim to help our children achieve the highest possible standards. We will do this through the provision of a rich, broad and balanced curriculum. Our approach to RSHE in particular, ensures that all pupils are encouraged and empowered to live healthy, safe, productive, capable, responsible and balanced lives.

As outlined within the statutory guidance for the teaching of RSHE, it is important for school settings to ensure that every child receives a PSHE Education and that broad areas of particular relevance and concern to children and young people today are covered⁴.

During 2019-2020, extensive research and consultation was carried out in the Lipson Vale community to determine how best we could introduce and implement the teaching of Relationships, Sex and Health Education across the key stages, in accordance with the new guidelines relating to the statutory status of RSHE. Consultation included taking into account the views of children and staff, as well as parents and governors, and reviewing local authority data and intelligence (e.g. Chi-Mat and the Local Authority Health and Wellbeing provision).

Further information on this research programme is available on request.

¹ The National Curriculum in England Framework document: DfE. July 2013: p5

² An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects

³ DfE RSE and Health Education (draft document). P.19

⁴ PSHE Association: statutory changes explainer slides, 2020

Following the research and consultation period, the Headteacher, Governors and staff at LVPS agreed that the wide-ranging curriculum, together with the extensive extra-curricular opportunities offered at the school, met the statutory requirements for the teaching of RSHE. The policy for RSHE was therefore adopted across all areas of school life as part of whole school practice from the Autumn Term 2020, following an earlier trial period. The policy continues to be reviewed: the information contained within this current policy contains relevant DfE updates, up to and including March 2022.

We believe that by focusing on the development of RSHE for all children, we can prepare children 'for the opportunities, responsibilities and experiences of later life'⁵, whilst ensuring that we meet the needs of all children within the school and the local community right now. By regularly reviewing our policy and the provision for RSHE across the school, we can ensure that the curriculum is rich, broad, and balanced and that experiences offered are specific, relevant and appropriate to each child, addressing the needs of the individual, within the wider context of the community. As previously stated, we aim to guide, encourage, and empower all children to live healthy, safe, productive, capable, responsible, and balanced lives.

INTENT

Policy Aims

At LVPS, all pupils are encouraged to adopt the following core values, in order to ensure that '***Together we are inspiring a community with a bright future***':

Communication; Responsibility; Bravery; Self-belief; Resilience; Collaboration.

This Policy covers the school's approach to RSHE and the aim of this Policy is to implement a teaching strategy for RSHE in order to provide LVPS children with the knowledge, understanding, attitudes, values and skills that they will need in order to reach their potential both as individuals and within the local community.

The policy was produced by the PSHE Lead through consultation with the Children, Parents/Carers, Staff, Leadership and Governors of LVPS, together with the support of local authority PSHE advisors.

In September 2021, LVPS implemented the 'Statutory framework for early years foundation stage'⁶. Whilst the early year's foundation stage (EYFS) has not been included within this policy as RSHE Education is not a discrete curriculum subject within the statutory EYFS framework, it is important to note that the statutory framework for EYFS does include many important aspects of teaching and learning that support the whole school / whole child development of relationships and health education. Therefore, the whole school RSHE knowledge progression document has been updated to reflect the guidelines for the EYFS areas of learning and development (educational programmes), as well as the Early Learning Goals (ELGs) for Personal, Social and Emotional learning. This

⁵ (The National Curriculum in England Framework document: DfE. July 2013: p5)

⁶ [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/statutory-framework-for-the-early-years-foundation-stage.pdf)

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specifically includes reference to ELGs for self-regulation, managing self and building relationships (p12).

EYFS is therefore still a great place to start exploring the foundation of RSHE education. The EYFS statutory framework continues to have close links to the RSHE education Programme of Study. Learning and development opportunities for these areas, as well as communication and language, can be interwoven within the child's experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build children's knowledge and understanding skills, attitudes and attributes related to RSHE elements of education.

Children are actively encouraged to take part in a wide range of activities and experiences above and beyond the whole school curriculum. By doing this they will contribute fully to the life of the school and their own community. Children will have the opportunity to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will be encouraged to reflect on their experiences and understand how they are developing personally and socially. They will also be able to challenge many of the spiritual, moral, social and cultural issues that are part of growing up and that form part of their everyday life. They will learn to understand and respect each other, including diversity and differences so that they can go on to form the effective, purposeful relationships that are an essential part of life and learning. We believe that, whilst it is important to teach pupils about the issues covered and suggested in the RSHE curriculum, it is equally important that they have the opportunity to explore their attitudes, values and beliefs about them-selves and to develop the skills, language and strategies necessary to manage these issues should they encounter them in real life situations.

It is essential that adults remain strong role models for all children and that expected behaviours are consistently modelled and promoted, ensuring that all people are treated as valuable individuals and that all pupils and their families are shown respect. They will learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others and will begin to recognise their rights and responsibilities. Teacher's lesson planning will reflect these requirements and will be specific to the age and differentiation of children. With aspects of the RSHE curriculum approached regularly and consistently through all aspects of the curriculum and general life of the school, they will remain in date and underpinned by our whole school values. The education the children will experience will be set within a meaningful context appropriate to their age, aptitude and background. As a result, everyone connected with the school will be aware of the values and the overarching principles of the school ethos.

In February 2022, the DfE released an update and guidance for schools which explains and clarifies the legal duties of school leaders and staff on political impartiality, in relation to teaching, as well as extra-curricular activities⁷. As a school, we understand that this guidance does not include any new statutory guidance. However, reviewing this information has been an important and timely opportunity to ensure best practise and enable staff to consult a wide range of scenarios in relation to our own teaching and learning, where the consideration of political impartiality may, or may not, be relevant.

⁷ Guidance: Political impartiality in schools, published 17th February 2022.

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

DfE Guide: What you need to know about political impartiality in schools.

[Political Impartiality Guidance Pamphlet \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

From this guidance, we have particularly noted that: 'Schools should be aware that 'partisan political views' are not limited to just political parties. They may also be held by campaign groups, lobbyists, and charitable organisations. Where partisan political views – or material which promote these – are covered as part of teaching a broad and balanced curriculum, schools should ensure that these are presented with the appropriate context, which supports a balanced presentation of opposing views. Schools can teach about partisan political views effectively, without breaching their legal duties on political impartiality...What is prohibited in the legal duties is promoting partisan political views to pupils.'

IMPLEMENTATION

Creating a Safe and Supportive Learning Environment

At LVPS, we have rigorous and robust child protection and safeguarding policies and all staff are fully trained in keeping children safe. Communication with parents, carers and the wider community is regular, consistent and of paramount importance to us, as is creating an open, safe, fair space in classrooms and the wider school environment for circle time and general discussions for all children. Teaching is sensitively planned, using **The PSHE Association Programme of Study** (updated Jan 2020), *The Planning Toolkit* (2017) and *The Primary Programme Builder (Thematic Model, updated January 2022)* and a wide range of appropriate and relevant resources, according to the age, ability, needs of the children (for example, those relating to SEN, EAL) as well as taking due consideration in order to promote diversity and inclusion, whilst also ensuring political impartiality. In addition, we will give careful consideration to the level of differentiation needed and, in some cases, may adapt the content or method of delivery accordingly.

The RSHE curriculum at LVPS is designed to be appropriate and accessible to all pupils, at any level. The whole school approach to Oracy will form a significant part of the RSHE curriculum and all pupils will be expected to be mutually respectful and demonstrate excellent speaking and listening skills, as modelled by all staff. It is important that pupils are taught to and are able to develop their Oracy skills so that they can engage with the views of others, whilst sharing their own in an articulate and fair way, in the form of discussion, debate, enquiry (asking and answering questions), decision making and reflection. Pupils will be encouraged and supported to communicate with adults and peers in such a way that upholds the traditional British values of the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and equally for those without faith.

Teaching and Learning

At LVPS, we teach RSHE in line with **The PSHE Association Programme of Study** (updated Jan 2020) and *The Primary Programme Builder (Thematic Model)* which we continue to review and adapt according to the needs of our children. This Programme of Study explicitly promotes social, emotional, and behavioural skills with built in progression for each year group (see thematic model page 8). In addition to this, RSHE learning opportunities are delivered utilising the guidance from the Relationships Education, Relationships and Sex Education (RSE) and Health Education⁸ DfE document. In some

⁸ *Statutory guidance for Governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers: DfE 2019*

instances, e.g. drugs or sex education (in Year 6*), we teach PSHE, RSHE and Citizenship as a discrete subject, or through our science lessons.

**Relationships and Sex Education is taught in Year 6 as part of the wider Science and PSHE curriculum provision, usually in the summer term. Video programmes support the programme of study and parents are given the opportunity to view teaching materials and resources before these subjects are discussed with the children. This approach provides children with the opportunity to prepare to play an active role as citizens, whilst developing their confidence and responsibility for developing healthier, safer lifestyles. Positive, respectful relationships are explored and there is a focus on preparing children for puberty.*

As per general teaching and learning across the curriculum, class teachers use their own methods when teaching RSHE, whilst, at the same time, ensuring that these methods complement and reflect the overall aims and philosophy of the school. RSHE is taught in a sequence of lessons for approximately 1 session of 30-60 minutes per week, according to the age, ability and needs of the children and at the teacher's discretion. In addition, opportunities to teach RSHE are taken throughout the school day when teaching the full curriculum and other cross-curricular subjects. Our curriculum pathway has been developed (and continues to evolve) as part of a holistic and blended curriculum, providing learning opportunities that children can relate to within an age-related context and via a spiral curriculum approach.

LVPS provides a whole school thematic approach, allowing for cross-phase collaboration and to enable class teachers link the RSHE curriculum to whole school assemblies and collective worship, as well as wider, relevant themes, for example Safer Internet Day, in February. This means that different year groups work on similar themes at the same time throughout the year and are able to share experiences. For example, the NSPCC Speak Out, Stay Safe programme was successfully delivered to all children in Key Stage 1 and 2 during November 2020. Additionally, led by a staff working party and a group of Eco Monitors across the school, we learn together about living in the wider world and our fundamental responsibility towards our planet as individuals, which is really important to us at LVPS. We learn to respect and care for our world through Forest School activities, Energy Saving Fortnight, and regular litter picks in our school grounds. Further whole school ongoing competitions are regularly organised to enable us to develop good habits, in terms of saving electricity, recycling and reducing plastic waste. The NFTV fortnightly newsletter has an Eco Top Tips column which covers a different theme each term to help us to share our tips with the whole school community about planet saving at home. We aim to encourage all children to become responsible citizens, caring for their environment as they develop into young adults and beyond. Keeping up with new initiatives and media campaigns is an important part of this, for example the 'Great British Spring Clean Litter Pick', in March 2022.

RSHE is therefore continually revisited through class time activities or via whole school activity, as well as through the support work of our School Council Team, Peer Mediators or Eco-Leaders. In addition, we regularly seek opportunities to invite a wide range of representatives to talk to the children, including the School Nurse, Doctors, civic leaders, local businesses, Police, Fire Service, drug and child protection agencies (NSPCC), local religious and community-based figures, to name but a few. Where visitors are invited into school, school staff undertake a shared responsibility to ensure that political balance is achieved: the importance of political impartiality may be particularly relevant for the

purpose of the visit and it is essential that this is considered and where appropriate, researched, in advance of the visit. As with teaching and learning generally, the guidelines for political impartiality must be fully taken into account during the planning stages of any visit, as well as during the visit itself.

LVPS example model of progression throughout the Foundation Stage:

LVPS whole school (Year 1 – 6) CORE THEMES include:

(although these may vary at any time, according to specific needs and/ or one-off arising situations, such as COVID-19 in 2020 and the requirements of the Year 2 and 6 curriculum)

- **Core Theme 1 (Autumn Term, to include a focus on the LVPS values of bravery and self-belief):** Health and Wellbeing which now includes Physical Health and Mental Wellbeing, Growing and Changing, Keeping Safe.
- **Core Theme 2 (Spring Term, to include a focus on the LVPS values of resilience and collaboration):** Relationships which now includes Families and Friendships, Safe Relationships, Respecting Ourselves and Others.
- **Core Theme 3 (Summer Term, to include a focus on the LVPS values of communication and responsibility):** Living in the Wider World which now includes Belonging to a Community, Media Literacy and Digital Resilience, Money and Work.

At LVPS a range of teaching and learning styles are used, and we place an emphasis on active learning. We do this by including the children in discussions, investigations and problem-solving activities. Classes are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour with a focus on the school's Relationships Policy and the widely utilised and understood 'window of tolerance', which is an important strategy for every individual. Through general routines, in and out of the classroom, and the way in which individuals relate to each other, children are helped to form their own attitudes and values. By building positive working relationships between children and staff, all members of our school family are valued as individuals. Teachers will need, as always, to tailor each lesson, differentiating accordingly, to meet the needs of all children within their classes.

Medium term plans are provided for each Year Group from **The PSHE Association Programme of Study (updated Jan 2020), Toolkit (2017) and Programme Builder – Thematic Model (2020)**. In addition, we continue to research and seek out teaching materials, planning and support, according to the needs and age of the children. Teachers plan, deliver and evaluate activities according to the statutory content and needs of the children. Where appropriate, staff will liaise with the PSHE/RSHE Lead, e.g. in order to access wider resources and/or specific speakers, local companies, etc. The school continually manages provision, reacting to ongoing and developing issues within the community, the school and wider society, often reinforced by supportive interventions, nurture groups and the assembly programme. Since the RSHE policy was adopted in March 2021, a wide range of resources have been accessed from a variety of sources and lessons created teachers have ensured that learning opportunities are accessible to all children in an inclusive and engaging way, all the time meeting the statutory requirements of the RSHE curriculum. *The PSHE Association* often provides the starting point for the content of many of these lessons. In addition, the DfE training

modules have been widely used across the school too, as well as BBC Class Clips, the NSPCC and other organisations such as www.forwarduk.org.uk (My Body, My Rules) and Plymouth Hope (Embracing Difference). Learning experiences vary from circle time, class discussions (using sentence stems) and role play, to quizzes, interviews, and letter writing, using many cross curricular skills, appropriate to the age and stage of the children in order to achieve a diverse range of learning outcomes.

PRIMARY RSHE EDUCATION: LONG TERM OVERVIEW – THEMATIC MODEL

Adapted for LVPS, using the **PSHE Association** Thematic Model
(Programme Builders for PSHE Education Document)

NB: this is a working document and an evolving model used by all teaching staff to ensure coverage of the curriculum but may be adapted/ revised/ updated according to specific needs and/ or circumstances within a year group.

	Autumn – Health and Wellbeing (incorporating school values: bravery and self-belief)			Spring - Relationships (incorporating school values: resilience and collaboration)			Summer - Living in the Wider World (incorporating school values: communication and responsibility)		
Year	Physical Health & Mental wellbeing	Growing and changing	Keeping safe	Families & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy and digital resilience	Money & work
1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
5	Healthy sleep habits; sun safety; medicines, vaccinations,	Personal identity; recognising individuality and different	Keeping safe in different situations, including responding in	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people;	Protecting the environment; compassion	How information online is targeted; different	Identifying job interests and aspirations; what

	immunisations and allergies	qualities; mental wellbeing	emergencies, first aid and FGM			recognising prejudice and discrimination	towards others	media types, their role and impact	influences career choices; workplace stereotypes
6	Topics Include: Rights and Responsibilities Money/ Enterprise Taking Care of the Environment Healthy Relationships Keeping Safe Feelings and Emotions			Topics Include: Healthy Lifestyles Rights and Responsibilities Keeping Safe Valuing Difference Growing and Changing			Topics Include: Keeping Safe Money Healthy Lifestyles Rights and Responsibilities Growing and Changing Feelings and Emotions Valuing Difference		

Additional note regarding the approach in Year 6:

The Programme of Study for Year 6 has been carefully reviewed in line with the full curriculum requirements for this year group and does not follow the same thematic approach as other year groups. Areas of teaching and learning within each of the three core themes have therefore been moved across the year to fit into the appropriate place, a large proportion of which falls into the summer term. A copy of the Year 6 long term planning document is available upon request.

IMPACT

Monitoring and Evaluation:

RSHE provision is monitored by planning review, curriculum review, observing teaching and learning and discussions at staff and governor meetings. In addition, as per the academic year 2019/-2020 and 2020-21, it may be necessary to respond to current and/or national and international situations such as the Covid-19 pandemic, which has significantly altered teaching and learning priorities generally and potentially could continue to do so as we move through the current academic year.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of RSHE, PSHE, SMSC and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. All teaching staff have the responsibility to teach RSHE. The LVPS Governing Board is responsible for the implementation of school policies.

All members of staff have a responsibility to ensure that RSHE is consistently approached through all aspects of the curriculum and the general life of the school. However, it is important to remember that whilst examples of RSHE may, at times be implicit, it is also important to ensure that children engage fully in their personal spiritual, moral, social, and cultural development, understanding that all aspects of RSHE play a significant part in their ability to learn and achieve.

Assessment:

The model of assessment that is most meaningful in RSHE is collected over time, often beginning with a benchmark, and is therefore summative, informal assessment. Regular assessment, in this way, compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured is the child's individual starting point and may therefore differ from their peers. Teachers assess the children's work in PSHE/RSHE both by making informal judgements as they observe them during lessons and by completing formal assessments

of their work, measured against the specific learning objectives set out in the PSHE Association Programme of Study and Statutory RSHE content. We have clear expectations of what the pupils will know, understand and be able to do at the end of each unit. Teachers evaluate activities at the end of each term and liaise with the RSHE Lead. As we reach the completion of a full year's cycle of teaching the RSHE statutory curriculum, we are now in a position as a school to share good practice and begin formalising the recording and outcomes of RSHE provision. We are currently working towards a plan that includes the recording of assessment for learning as well as outcomes in a variety of subjects, as appropriate. In particular, year group journals are to be trialled, providing the opportunity for class teachers and children to record the learning journey of a specific year group/ class, taking ownership of this, as they move through their primary education.

Right to Withdraw:

LVPS believes that it is important to have the support of parents, carers and the wider community for the delivery of its RSHE programme. The Governors at LVPS continue to agree that sex education should be included in the school's curriculum. The Governors endorse the school's policy and programme of study for RSHE. The school continually review and revise curriculum content and delivery to meet the needs of the learning community. Parents and carers have the right to request that their child be withdrawn from some or all of sex education, that falls outside of the Science curriculum, at the primary age range. This right is acknowledged, but our school encourages parents and carers to recognise the importance and value of this area of the curriculum. Prior to learning opportunities taking place, parents and carers will be informed if reference is made to sexual reproduction. Parents and carers are invited to view resources and content used. If a pupil is withdrawn from this aspect of education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Procedure for withdrawing children from sex education lessons:

1. Parents to notify the Head in writing that they wish their child to be withdrawn from sex education.
2. The head will invite parents into school to discuss worries and to decide which parts of the sex education programme the child will be withdrawn from, and to agree what the child will do while the others are having sex education.
3. The head will write to parents confirming discussion and agreement, with a reply slip.
4. Parents are requested to return the reply slip to school.

Policy Review:

This policy will be reviewed every 2 years to ensure that school provision continues to meet the needs of our learners. Responsibility for review will be led by the RSHE Subject Lead, supported by the school's Senior Leadership Team.

Policy Availability:

Following ratification by the school's Governing Body, this policy will be available for the whole school community to view, via the school's web-site. A paper version will be

available on request from the school's reception staff. Versions of this policy translated into other languages than English will be available on request (from the school's reception staff).

Appendix 1 – Primary PSHE Education: LONG TERM OVERVIEW – Thematic Model.

The following model is an extract from the 'Programme Builder for PSHE Education (2. Thematic Model*)' from *The PSHE Association* and has been used as the basis for the development of the long-term planning overview of PSHE at Lipson Vale Primary School.
*Updated January 2022

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

References

Statutory Regulations and Guidance:

This policy is informed many areas of legislation and guidance across a wide range of education, social, health and government related areas. In particular, our provision is informed by the following:

- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the **Education Act 2002** (<http://www.legislation.gov.uk/ukpga/2002/32/section/78>) and the Academies Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/32/contents>) a PSHE curriculum:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education** – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers: DfE 2019 - (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>),
- **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012 - <https://www.gov.uk/government/publications/drugs-advice-for-schools>),
- Safeguarding guidance (**Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children**, March 2013 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf).
- **Keeping Children Safe in Education**, 2020 - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>).
- Equality guidance (**Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities**, revised June 2014 - <https://www.gov.uk/guidance/equality-act-2010-guidance>).
- Best Practice: The **PSHE Association Programme of Study documents, including preparing for statutory RSE**, 2017 (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/preparing-statutory-rse-and-relationships>)
- [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
Updated 17 February 2022, adding a link to the guidance on political impartiality in schools.
[Political impartiality in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Wider School Provision – Links to other School Policies:

RSHE is a wide-ranging subject area where children learn about themselves and the world they interact with. We value the important role RSHE plays within our school's whole child curriculum, permeating through all aspects of life in school. This policy should thus, be read in conjunction with the following policies/documents:

- Lipson Vale Primary School Curriculum Statement: 'Together We Achieve'
- Relationships Policy, Anti-Bullying Policy, School Attendance Policy, Home School Agreement, Code of Conduct for Teaching, Support Staff and Volunteers,
- Equality Strategy,
- Teaching and Learning Statement,
- Health & Safety Policy, Sun Cream Policy, Personal & Intimate Care Policy, Outdoor Education Visits & Offsite Activities Policy & Guidance,
- E-Safety Policy, Internet Permission & Acceptable Use Agreement