



## **Coates Lane Primary School**

### **PSHE (Personal, Social, Health and Economic) Education and RSE (Relationships and Sex Education) Policy**

#### **1. Intent**

At Coates Lane Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead safe, confident, healthy, independent lives and to become informed, active and responsible citizens who recognise and value the school, both as a community, and as part of a larger community.

Our aims are to:

- provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diverse, social and cultural richness of communities both locally and worldwide
- inspire and challenge everybody to reach their potential in all areas of the curriculum
- ensure that the emotional and social needs of all our children are met within our school environment and we support the development of children's health and wellbeing, self-esteem and confidence
- ensure that the fundamental British values are strongly embedded and promoted through our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

#### **2. Implementation**

At Coates Lane, the planning and teaching of PSHE is based upon the thematic approach of the PSHE Association Programme of study for Years 1-6 which we follow as a school. The two main core themes of our PSHE Programme of Study focuses on Relationships Education and Health and Well Being Education and these cover the statutory guidance for Relationships and Health Education. A third core theme, Living in the Wider World, is also an important part of our curriculum. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. One of the three core themes is to be focused on and taught each term and it has been agreed that PSHE is to be taught discretely for one hour every week. As a result of our PSHE and RSE programme of learning, pupils will be taught and know the following by the end of primary school:

##### **Health and Wellbeing Education (Taught in the Summer Term)**

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe

#### **Living in the wider world (Taught in the Spring Term)**

- Belonging to a community
- Media literacy and digital resilience
- Money and work

#### **Relationships (Taught in the Autumn Term) and Sex Education (Taught in the Summer Term)**

- Families and friendships
- Safe relationships
- Respecting ourselves and others

### **3. Impact**

Through the teaching of PSHE at Coates Lane, we enable all pupils to:

- develop spiritually, morally, socially and culturally
- develop self-confidence and self-responsibility and be prepared for the opportunities, responsibilities and experiences of later life
- value themselves and others
- acknowledge and appreciate difference and diversity
- be independent, responsible and active members of the school and the local community
- learn to make informed choices
- be positive and active members of a democratic society
- understand what constitutes a safe and healthy lifestyle
- develop the ability to form and maintain good and safe relationships
- develop the tools for understanding and managing their emotions
- have opportunities to consider issues which may affect their own lives and/or the lives of others
- be able to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- be prepared for puberty and have an understanding of sexual development and the importance of health and hygiene
- develop feelings of self-respect, confidence and empathy
- confidently and openly discuss issues relating to sexuality and relationships
- be able to use the correct vocabulary to describe themselves and their bodies

### **4. Teaching and learning of PSHE in EYFS**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. The areas of learning and development that make up PSED are: self-regulation, managing self and building relationships. Planning can be child led to reflect the interests of the children and the needs of the school / class but can also be specifically planned to link with particular events or occasions e.g. Safer Internet Day. Children take part in circle time / discussion time as a whole class or in smaller groups with their Key Person and discuss topics and themes that are at their level, for example using The Colour Monster to discuss their feelings and emotions. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### **5. Teaching and learning of PSHE**

At Coates Lane Primary School, we teach PSHE and RSE as set out in this policy. Through these subjects, we want to support all young people to be happy, healthy and safe. We aim to have open and honest conversations with the children and will therefore discuss questions and issues that arise in class/school.

PSHE will be delivered as an essential part of school life and in a number of ways:

- discreet curriculum time for one hour every week
- My Happy Mind
- Picture News
- through extra- curricular activities
- We will promote respect for ourselves, others and school property through a consistent school behaviour policy
- Tackle inappropriate behaviour in a fair and systematic way
- Assemblies will be linked, whenever possible, to relevant themes for that half-term (for example, internet safety, anti-bullying) and these may be followed up in class activities.
- Pupils' achievements will be praised and rewarded in a weekly assembly and in class
- PSHE activities in class will be used to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group
- Opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher
- All subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, History and R.E.
- Through special activities and events, for example workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context
- The School Council team gives an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
- Visitors can share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children.

### **Teaching and learning of PSHE in Key Stage 1**

Through a variety of approaches and activities, pupils will cover all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year with planning meeting the requirements of the pupils' stage of development and needs. In Year 1, pupils will be taught and know the following:

#### **Relationships**

- **Families and friendship:**  
Roles of different people; families; feeling cared for
- **Safe relationships:**  
Recognising privacy; staying safe; seeking permission
- **Respecting ourselves and others:**  
How behaviour affects others; being polite and respectful

#### **Living in the wider world**

- **Belonging to a community:**  
What rules are; caring for others' needs; looking after the environment
- **Media literacy and digital resilience :**  
Using the internet and digital devices; communicating online
- **Money and work:**  
Strengths and interests; jobs in the community

#### **Health and Wellbeing**

- **Physical health and Mental wellbeing:**  
Keeping healthy; food and exercise, hygiene routines; sun safety

- **Growing and changing:**  
Recognising what makes them unique and special; feelings; managing when things go wrong
- **Keeping safe:**  
How rules and age restrictions help us; keeping safe online

In Year 2, pupils will be taught and know the following:

### Relationships

- **Families and friendship:**  
Making friends; feeling lonely and getting help
- **Safe relationships:**  
Managing secrets; resisting pressure and getting help; recognising hurtful behaviour
- **Respecting ourselves and others:**  
Recognising things in common and differences; playing and working cooperatively; sharing opinions

### Living in the wider world

- **Belonging to a community:**  
Belonging to a group; roles and responsibilities; being the same and different in the community
- **Media literacy and digital resilience :**  
The internet in everyday life; online content and information
- **Money and work:**  
What money is; needs and wants; looking after money

### Health and Wellbeing

- **Physical health and Mental wellbeing:**  
Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
- **Growing and changing:**  
Growing older; naming body parts; moving class or year
- **Keeping safe:**  
Safety in different environments; risk and safety at home; emergencies

## **6. Teaching and learning of PSHE in Key Stage 2**

Through a variety of approaches and activities, pupils will cover all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year with planning meeting the requirements of the pupils' stage of development and needs. In Year 3, pupils will be taught and know the following:

### Relationships

- **Families and friendship:**  
What makes a family; features of family life
- **Safe relationships:**  
Personal boundaries; safely responding to others; the impact of hurtful behaviour
- **Respecting ourselves and others:**  
Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

### Living in the wider world

- **Belonging to a community:**  
The value of rules and laws; rights, freedoms and responsibilities
- **Media literacy and digital resilience :**  
How the internet is used; assessing information online
- **Money and work:**  
Different jobs and skills; job stereotypes; setting personal goals

### Health and Wellbeing

- **Physical health and Mental wellbeing:**  
Health choices and habits; what affects feelings; expressing feelings
- **Growing and changing:**  
Personal strengths and achievements; managing and reframing setbacks
- **Keeping safe:**  
Risks and hazards; safety in the local environment and unfamiliar places

In Year 4, pupils will be taught and know the following:

### Relationships

- **Families and friendship:**  
Positive friendships, including online
- **Safe relationships:**  
Responding to hurtful behaviour; managing confidentiality; recognising risks online
- **Respecting ourselves and others:**  
Respecting differences and similarities; discussing difference sensitively

### Living in the wider world

- **Belonging to a community:**  
What makes a community; shared responsibilities
- **Media literacy and digital resilience :**  
How data is shared and used
- **Money and work:**  
Making decisions about money; using and keeping money safe

### Health and Wellbeing

- **Physical health and Mental wellbeing:**  
Maintaining a balanced lifestyle; oral hygiene and dental care
- **Growing and changing:**  
Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
- **Keeping safe:**  
Medicines and household products; drugs common to everyday life

In Year 5, pupils will be taught and know the following:

### Relationships

- **Families and friendship:**  
Managing friendships and peer influence

- **Safe relationships:**  
Physical contact and feeling safe
- **Respecting ourselves and others:**  
Responding respectfully to a wide range of people; recognising prejudice and discrimination

### Living in the wider world

- **Belonging to a community:**  
Protecting the environment; compassion towards others
- **Media literacy and digital resilience :**  
How information online is targeted; different media types, their role and impact
- **Money and work:**  
Identifying job interests and aspirations; what influences career choices; workplace stereotypes

### Health and Wellbeing

- **Physical health and Mental wellbeing:**  
Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
- **Growing and changing:**  
Personal identity; recognising individuality and different qualities; mental wellbeing
- **Keeping safe:**  
Keeping safe in different situations, including responding in emergencies, first aid

In Year 6, pupils will be taught and know the following:

### Relationships

- **Families and friendship:**  
Attraction to others; romantic relationships; civil partnership and marriage
- **Safe relationships:**  
Recognising and managing pressure; consent in different situations
- **Respecting ourselves and others:**  
Expressing opinions and respecting other points of view, including discussing topical issues

### Living in the wider world

- **Belonging to a community:**  
Valuing diversity; challenging discrimination and stereotypes
- **Media literacy and digital resilience :**  
Evaluating media sources; sharing things online
- **Money and work:**  
Influences and attitudes to money; money and financial risks

### Health and Wellbeing

- **Physical health and Mental wellbeing:**  
What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
- **Growing and changing:**  
Human reproduction and birth; increasing independence; managing transition
- **Keeping safe:**  
Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## **Relationships and Sex Education (RSE)**

The Department for Education has introduced compulsory Relationships Education for primary pupils. Also, from September 2020 it has been made compulsory for all schools to teach Health Education. It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary age. Parents cannot withdraw their child from Relationships or Health Education (which includes learning about the changing adolescent body and puberty) but may remove their child from the non-statutory elements of RSE, and must discuss this with the head teacher.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. Therefore, at Coates Lane, we have committed to keeping our current choice to continue to teach age-appropriate sex education alongside relationships education.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Coates Lane, for example, through teaching about different types of family, including those with same- sex parents.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, therefore, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.

**RSE is not about the promotion of sexual activity.**

## **Parents' right to withdraw**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

## **7. Assessment**

In the EYFS, class teachers assess children's development and progress in PSHE (PSED) by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives to make more formal judgements of children's progress and development in this area of learning. Teachers keep a record of children's achievements through notes, photographs/videos and occasionally written work. Tapestry (online learning journals) is used to record progress against the PSED early learning goals. PSED closely links with the 'characteristics of effective learning' in EYFS and observations in these areas will also inform PSED judgements.

In Key Stage 1 and 2, assessment is carried out following planned activities in PSHE lessons and through cross-curricular links. Class teachers make use of ongoing observations to assess children's progress in PSHE. Progress made by children against the learning objectives for their lessons will be monitored. At the start of each lesson, children are asked to complete a baseline activity linked to the learning objective and at the end of each lesson, the children are required to demonstrate any progress made. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress, therefore, any evidence of personal development made by a child can also be seen in their own personal journal.

## **8. Equal Opportunities including SEND**

At Coates Lane Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.



It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement

#### **9. Role of the subject leader**

The role of the subject leader in PSHE includes:

- Leading the development of PSHE in school
- Provide guidance to individual members of staff
- Keep up to date with local and national developments in PSHE and disseminate relevant information
- Review and monitor the success and progress of teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement
- Order required/relevant resources linked to the planned units of work
- Monitoring the standards of children's work

#### **10. Promoting writing within PSHE**

As with all subjects across school, writing opportunities are promoted where appropriate. In PSHE, this may be done in the following ways (this is not an exhaustive list):

- Initial and final thoughts and ideas written into journals
- Written information about a particular area of learning e.g. how to stay safe online
- Collaborative writing in groups when presenting ideas e.g. giving ideas about advice that could be given to someone on how to manage their feelings in certain situations

#### **11. SMSC and enrichment within PSHE**

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for head boy, head girl and school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to inspire children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect

#### **12. Resources**

It is the responsibility of the class teacher to be aware of the resources needed for a particular unit and to order any resources required, in conjunction with the subject leader. Every teacher is a member of the PSHE Association that has lessons that meet best practice principles for safe and effective PSHE education.

**Date of policy review: October 2025**

**Date to be reviewed: July 2026**