



**Portreath School**  
**Personal, Social, Health Education and**  
**Relationship and Sex Education Policy**

Date Agreed: November 2024
Date For Review: November 2025
Person Responsible: Sharon Wickett (PSHE Leader)

### **Overview**

Our school aim is to provide a PSHE curriculum that enables the children to play a key role in the school and wider community, now and in the future.

As PSHE often tackles personal and sensitive issues, the utmost thought and care is taken when planning and delivering lessons. Additional support might be gained from other senior teachers and/or outside agencies. We promote the needs of all pupils irrespective of gender, religion or age. Teaching will take into account the ability, age, readiness and cultural background of children to ensure that they can access the PSHE curriculum. We will ensure that pupils with SEND receive access to the PSHE curriculum best suited to their needs and stage of understanding.

Through a detailed curriculum, children are taught about keeping safe, keeping healthy, rights and responsibilities. Fundamental British Values are fully integrated into the PSHE curriculum and lessons. In addition to this, they are modelled and discussed through assemblies.

Below are the titles of topics covered:



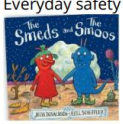




- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental well-being
- Internet safety and dangers
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

When discussing PSHE topics an adult might identify a child with poor mental health. We recognise the effect and impact that poor mental health can have on the happiness, self-esteem and overall life of a young person. The majority of staff have received TIS training which focuses on mental health and emotional support for children. There are three fully trained TIS practitioners at the school. Staff are deployed effectively to support children when a need has been identified. The teachers have all received training on the new RSE requirements using the Cornwall Brook training materials.

### **Curriculum**

At Portreath, much of our curriculum helps develop personal, social, health and finance knowledge and skills. Personal development is at the heart of all we do. Class discussions often respond to situations as they arise. In addition to this we ensure there are regular PSHE lessons which is based on the Brooks programme. This ensures coverage and progression across the school. Below is the long-term plan for when the units are taught. In addition to this we have added 'books that hook' which are stories we share within PSHE lessons.



	Autumn	Spring	Summer
Maple-EYFS			 
	Families/Friendships/Feelings/People who help us		
Rowan Y1	Emergencies and getting help People who care for us Showing respect 	Healthy friendships Our bodies and boundaries NSPCC PANTS Healthy food choices 	Feelings Managing our time safely online   
Sycamore Y2	Respecting Uniqueness Our communities Everyday Safety Basic First Aid  	Learning about work Horrible Hands Online interactions and information sharing  	Big Feelings Keeping our Teeth clean  
Birch Y3/4	What makes a good friend? Respecting others Resolving conflict Everyday safety 	Money choices Volunteering and citizenship Online safety Keeping personal information private 	Managing feelings <i>Strategies to support wellbeing</i> The environment <i>Sun Safety</i> 
Oak Y4/5	A diverse community Respectful relationships Nutrition and Healthy Eating 	Nutrition and Healthy Eating Online safety Mental health and keeping well   	Puberty - bodies and reproduction Puberty - body changes (Year 5 only) Managing challenge and change Risk and peer pressure 
Cherry Y6	Different types of families Healthy/Harmful relationships, Keeping your body safe Consent 	Spending decisions Exploring risk in relation to gambling Online friendships and keeping safe  	Social Media SRE Feelings and anxieties when changing schools 

Learning objectives in the topic lesson plans are introduced, developed, revised and consolidated throughout KS1 and KS2 to meet the End of Primary Key Stage Goals. Lesson plans for Sex, Drugs and FGM education reference the relevant year group learning objectives in the Science National Curriculum.

In KS1, the learning objectives focus on areas within the pupil's own personal experience eg their family life, sense of safety and immediate relationships such as friends and family.

In KS2, the learning objectives build on KS1 learning. They further develop pupils' understanding of personal experiences, helping them to apply this learning to situations in every-day life, the wider world and their future health and well-being.

The lessons indicate knowledge expectations prior to teaching and new learning objectives, allowing for assessment, revision, consolidation and development of previous knowledge and skills. Skills and knowledge are introduced, assessed, revisited and consolidated in each year group.

Generally, PSHE is taught weekly by the class teacher. However, there might be times or themes which are best taught in a block of lessons close together.

### Culture of the Heart

In 2023, as a whole school we signed up to 'The Culture of the Heart' programme which supports schools with resources and training to develop character, emotional intelligence and well-being. Staff took part in regular practical training. The programme helps pupils to connect with the values that support healthy relationships in the classroom and in life. We continue to use CoH resources and principles at Portreath School.



## Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. The following is covered before they leave the school:

### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives
- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up
- that marriage 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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious

### Caring friendships

Pupils should 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, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs



- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by 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 including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

Pupils should 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; including 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 (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

**Then in Year 5 and in Year 6 the following is covered:**

### **Changing adolescent body**

Pupils should 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 including the key facts about the menstrual cycle

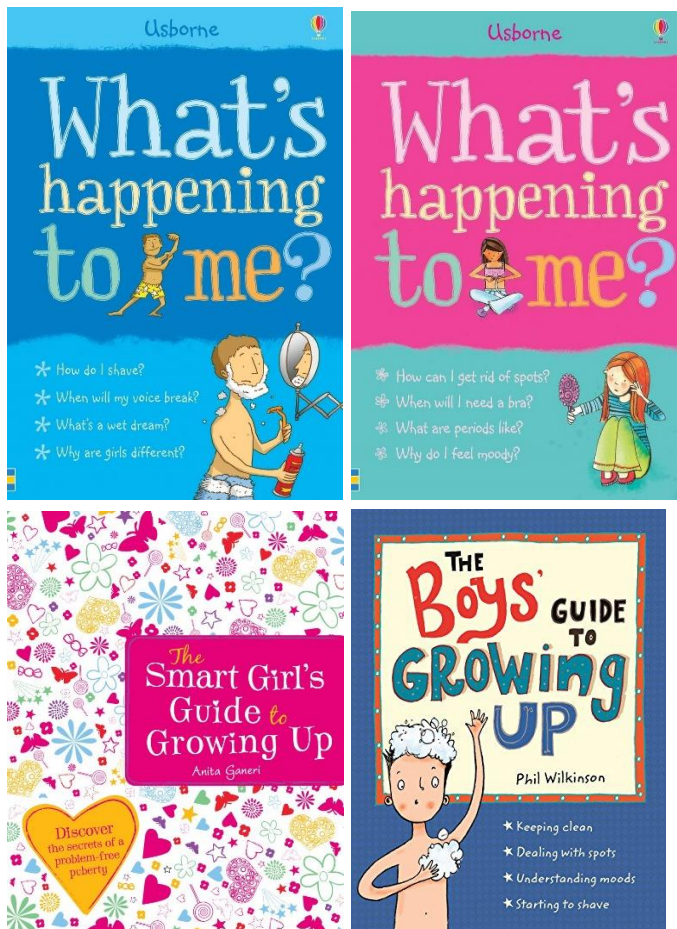
We teach this in separate year groups. In Year 5 the teacher uses the Brook resources. The Brook Resources cover the following:

- Correctly identify parts of external genitalia and internal reproductive organs



- Understand that everyone's bodies are different and we should respect this
- Describe key facts about reproduction and pregnancy
- Know where to ask for help with questions about their bodies
- Define what puberty means
- Understand that everyone will experience puberty differently
- Identify key changes which happen during puberty
- Understand what menstruation is
- Understand where to go for help and support around puberty and their bodies

In Year 6, the teacher uses the following books:



### **Right to be removed**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Portreath, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parental right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite parents to contact the school to arrange a meeting to discuss any concerns. We are happy to share any of the resources used in these sessions with parents in advance if required.

### **Equality**

This policy will inform the school's Equalities Plan. We follow the DfE guidance below:



The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.”

“At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

### **SEND**

The class teacher will be responsible for ensuring that the content of the lesson meets the needs of all the children in their class. Support and guidance can be gained through the SENDCo and PSHE coordinator, and if necessary the school will seek specialist advice.

The school has decided to implement the non-statutory guidance for sex education. More information can be found in our Relationship and Sex Education policy. Before the learning starts on these units, a letter will be sent to parents and carers to inform them that the RSE units are going to start.

### **Monitoring and evaluation**

The PSHE coordinator will monitor and evaluate the delivery and understanding of the learning through lesson observations, Book Looks and teacher/pupil conferencing.

### **Assessment**

Assessment will take place during the lesson and/or from a piece of work. Below are some ways in which teachers might assess children but this is not exhaustive list and assessment might take place in different ways:

- Questioning
- A piece of work
- Presentations
- How children behave and interact with others at all times

### **Links to other policies**

Safeguarding Policy  
Relationship Policy