



Stockton Wood Primary School

*Laying the Foundations for Life*

## **PSHE & CITIZENSHIP and RELATIONSHIPS AND HEALTH EDUCATION POLICY**

### **Overview**

We want our children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, our children are taught **Relationships and Health Education**.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago – the current curriculum brings the content into the 21st century, so that it is relevant for your child.

‘Laying the Foundations for Life’ is at the heart of our ethos at Stockton Wood, our Relationships and Health Education ensures our children grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

**We will deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.**

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

### **Relationships Education**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

As part of our relationship curriculum we also address stereotypes about different relationships and family-types and provide pupils with a broad and balanced view of what relationships and families can look like, and to be accepting of this if it is different to ours, including LGBTQ+ relationships.

As with our PHSE curriculum, lots of relationship education is embedded within our values and the delivery of ‘Safe Messages’ across the wider school curriculum.

### **Health Education**

S. Ritchie PSHE/RSE Curriculum Lead and ‘A Quiet Place’ Champion.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, our pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

We will consult with parents when developing and renewing our policies on Relationships Education. At Stockton Wood, we will invite parents to workshops to share our curriculum materials and activities. Curriculum information is also shared with parents on our school website. We will ensure our teaching reflects the age and religious background of their pupils.

### **Relationship and Health Education**

Relationships and Health Education is taught through a cross curricular approach which includes the following elements:

- PSHE and Citizen Curriculum (delivered through SCARF)
- LifeSavers Financial Management Programme (Values). A financial education programme - helping children and their families learn about money and how to manage it wisely, including membership of the Credit Union School Savings Club run by children for children.
- RSE curriculum
- Online E Safety Curriculum
- Ariel Trust Child Criminal Exploitation Protection Programme – ‘Grassing or Grooming’ (helping children identify and resist grooming associated with gangs and violent crime.)
- Restorative Practice (Values)
- A Quiet Place

### **PSHE and Citizenship Curriculum**

PSHE and Citizenship curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and local community.

PSHE curriculum is dedicated to supporting children’s safety and well-being. It will play a crucial part in preventing and addressing harassment and abuse as part of a whole-school approach.

### **Aims of PSHE and Citizenship Curriculum**

In delivering PSHE & Citizenship at Stockton Wood School we aim to:

- promote the spiritual, moral, cultural, mental and physical development of children at the school and of society

S. Ritchie PSHE/RSE Curriculum Lead and ‘A Quiet Place’ Champion.

- prepare children at the school for the opportunities, responsibilities and experiences of adult life.

The PSHE and citizenship framework promotes and supports pupils:

- developing confidence and responsibility and making the most of their abilities;
- preparing to play an active role as citizens;
- developing a healthy, safer lifestyle;
- developing good relationships and respecting the differences between people.

Stockton Wood uses the SCARF programme in order to deliver a well balanced and structured curriculum, ensuring all statutory aspects are taught in a carefully planned and sensitive way.

### **Relationships and Sex Education Curriculum**

It is a statutory requirement for all primary schools to deliver Relationships Education. The Department of Education also encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the change adolescence brings. In addition, we are required to teach aspects of the human life cycle as set out in the National Curriculum for Science – how a baby is conceived and born.

Parents do not have the right to withdraw their child/children from Relationships Education, but do still have the opportunity to withdraw their child/children from aspects of Sex Education.

It is our intention that all children have the opportunity to experience a programme of PSHE and RSE at a level which is appropriate for their age and physical development with differentiated provision, if required.

Relationships and Sex Education (RSE) will reflect the values of the PSHE curriculum. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

RSE Curriculum is dedicated to supporting children's safety and well-being. It will play a crucial part in preventing and addressing harassment and abuse as part of a whole-school approach.

### **Aims of Relationships and Sex Education**

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour and stay safe.

The objectives of Relationships and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthy safe lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media and stay safe.
- To respect and care for their bodies
- To be prepared for puberty and adulthood and stay safe.
- To prepare children and protect children from sexual harassment and violence in later life in an age appropriate manner. \*\*

- Asking, giving and not giving permission
- What makes a good friend?
- Boundaries and privacy
- Body parts that are private.

\*\*Although sexual harassment and violence would not be directly covered with young children, the foundations for this learning will be introduced including, for example, learning about the following:

This essential foundation enables future learning on the signs of an unhealthy relationship, the effects of pornography, the concept of consent and so on, as pupils progress through the later key stages in education.

In key stages one and two, teachers will begin to lay the foundations for respectful, consensual and healthy peer relationships as children grow. This content is planned and taught in an age and developmentally appropriate way and informed by PSHE Association's programme of study and will ensure children explore the following

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (eg. Restorative Practice, LifeSavers)
- 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 these situations and how to seek help or advice from others, if needed. (eg. Restorative Practice)
- Practical steps they can take in a range of different contexts to improve or support respectful relationships. (eg. Restorative Practice)
- 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. (PSHE, British Values, SEAL, Restorative Practice)
- What a stereotype is, including gender stereotypes, and how stereotypes can be unfair, negative or destructive. (PSHE)
- The importance of permission-seeking and giving in relationships with friends, peers and adults. (PSHE, Restorative Practice)

### **Emotional Wellbeing and Mental Health**

As a school, we place a huge emphasis on securing pupils' emotional wellbeing and mental health.

#### **'A Quiet Place'**

'A Quiet Place' helps children and families to develop emotional intelligence and to manage their wellbeing through an educational therapeutic programme.

Emotional intelligence develops the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing our emotions well in ourselves and in our relationships. Emotional intelligence helps our children to be ready to learn and to achieve.

'A Quiet Place' programmes focus upon:

- Managing feelings
- Resilience and empathy
- Self esteem
- Confidence and self-awareness
- Successful communication and relationships

## **Mental Health Support Teams (MHSTs) Trailblazer Programme**

We have developed programme of support with our MHSTs, to provide early intervention for children and young people with mild to moderate mental health and emotional wellbeing issues, such as anxiety, behavioural difficulties or friendship issues.

## **Restorative Practice**

The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. This is our priority as a restorative school, as we see ourselves at the heart of and serving our community.

Restorative Practice shifts the emphasis from managing behaviour to focussing on building, nurturing, and repairing relationships.

For effective teaching and learning to take place, we believe that good relationships need to be at the heart of everything that happens at Stockton Wood Primary School. Restorative Practice complements and supports the implementation of our Behaviour Policy.

Our school RP Values chosen by our school community:

- Friendship
- Love
- Kindness
- Fun
- Respect

## **Moral & Values Framework**

We have a value driven whole school curriculum.

PSHE & Citizenship at Stockton Wood will reflect the school's over-arching aims and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the wider community

The PSHE and Citizenship curriculum will promote our values - Generosity, Thankfulness, Wisdom and Justice. (LifeSavers)

## **Equal opportunities**

Stockton Wood is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

## **Organisation**

PSHE & Citizenship and Sex and Relationships Education will be led and coordinated by PSHE/RSE Curriculum leader, S. Ritchie, in close consultation with staff. Delivery of the curriculum will be the responsibility of class teacher and will be via:

- Cross curricular topics
- Cross curricular aspects of science
- Addressed in assembly
- Restorative Practice and Circle time

S. Ritchie PSHE/RSE Curriculum Lead and 'A Quiet Place' Champion.

- Life Savers Financial Management Programme
- A Quiet Place

### **Continuous Provision**

- A Quiet Place – Whole school and personalised educational therapeutic wellbeing programme
- Restorative Practice Programme – school and community
- Trailblazer School for Liverpool Schools Mental Health Programme LLP
- LifeSavers (How to manage money wisely.) - a financial education programme - helping children and their families learn about money and how to manage it wisely, including membership of School Savings Club.
- E Safety programme

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role play. RSE is usually delivered in mixed gender groups, and single gender groups when appropriate and relevant. Resources to support the teaching of RSE include fiction books, reference books, and video extracts.

### **Assessment**

Qualitative assessment will be undertaken by teachers in order to provide the information they require to monitor children's PSHE and RSE development.

### **Outside Organisations**

Outside organisations including health and community workers will be used to assist in the development of class-based work and to support the delivery of specific aspects of the curriculum.

### **Parental consultation**

The school will inform parents when aspects of the relationships and sex education programme are taught and will provide opportunities for parents to discuss curriculum and view the resources being used. Parents do have the right to withdraw their children from those aspects of relationships and sex education not included in the National Curriculum, and alternative work would be set. The school will endeavour to offer various opportunities for parents to obtain further information about the taught curriculum eg through parent meetings, workshops and online events.

### **Child Protection / Confidentiality**

Teachers are aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Safeguarding Lead (J. Clovis) in line with the school's safeguarding procedures. A member of staff cannot promise confidentiality if concerns exist.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher (J. Clovis), named curriculum governor and teacher with responsibility for relationships and sex education (S. Ritchie).

S. Ritchie PSHE/RSE Curriculum Lead and 'A Quiet Place' Champion.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

Stockton Wood uses the SIL Health and Wellbeing Award audit tool to evaluate intent, implementation and impact of the PSHE curriculum.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

### **Policy Links**

Other school policies which have relevance to PSHE and Citizenship are:

- Equal Opportunities
- Child protection
- Safeguarding
- Behaviour/anti bullying
- Mental Health Policy
- Special Needs
- Drugs Education
- Health & Safety
- Teaching and Learning
- Food & Nutrition

Policies can be found in the Staff Handbook, on the School Evaluation drive or on the school website.

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