



**CLEVE HOUSE SCHOOL AND LITTLE CLEVE NURSERY PSHE
(PERSONAL, SOCIAL, HEALTH EDUCATION) INCLUDING
RELATIONSHIPS AND SEX EDUCATION, AND HEALTH EDUCATION**

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Statement of Values

All members of the School Community are important and each has a contribution to make. We value skills, achievement and the desire for knowledge along with application and effort. The following aims and objectives relate directly to the aims of Cleve House and show our contribution toward their achievement.

Aims and Objectives

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities in the Cleve House Way and they learn to appreciate what it means to be a positive member of a diverse and multicultural society. We also recognise the importance of teaching children about safeguarding, including online safety.

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 and the Academies Act 2010, 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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary a statutory subject.

At Cleve House School we use a scheme of work that covers all aspects of Relationships and Sex Education (RSE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, materials will be updated to ensure all statutory duties are fulfilled.

The scheme of work we follow is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing

and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2021](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2018).

The scheme of work also meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Objectives/Pupil learning intentions:

PSHE supports the development of the skills, attitudes, values and behaviour, which enable children to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content

Each year covers the same 6 units at different depths.

Term	Content
Autumn 1:	Includes understanding my place in the class, school and global community as well as discussing The Cleve Way.
Autumn 2:	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Includes goal-setting, aspirations and resilience building
Spring 2:	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2:	Includes Relationships and Sex Education in the context of looking at and managing change
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Relationship and Sex Education

Definition of Relationships and Sex Education (RSE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Using the guidance on Relationships Education, Sex Education and Health Education has been useful in planning and age-appropriate curriculum.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE, which follows below. This policy is available to parents/carers on request and also available on our website.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships and Sex Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019).

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2019](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEN Inclusion Policy
- Computing and ICT Guidance
- Safeguarding Policy

The role of the Headteacher and PSHE coordinator

It is the responsibility of the Headteacher and PSHE coordinator to ensure that as well as fulfilling their legal obligations, they should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The PSHE coordinator liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The PSHE coordinator monitors this policy on a regular basis and reports to the Headteacher, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and

promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in

modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Sexual harassment and peer on peer abuse

Sexual harassment and online sexual abuse will not be tolerated at Cleve House School. Although sexual harassment, abuse and violence will not be taught directly, the foundations for this learning is introduced from key stage 1 through our scheme of work. For example, learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private. This understanding will support primary pupils’ current safety while preparing them for specific learning about sexual violence and sexual harassment at the secondary phase. The school will keep Sexual Abuse Records and analyse any reports of sexual harassment or sexual violence, including online, to identify patterns and intervene early to prevent abuse. Staff will receive relevant training to better understand the definitions of sexual harassment and sexual violence and to help identify early signs of peer on peer sexual abuse.

RSE Curriculum Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
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- 5-6 Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
- 6-7 Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating differences and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
- 7-8 Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
- 8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility, coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. We are aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

7-8	<p>Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving</p> <p>Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.</p>
8-9	<p>What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams;</p> <p>overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.</p>
9-10	<p>Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.</p>
10-11	<p>Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image;</p> <p>body image; impact of media; discernment; puberty; reflections about change; respect and consent.</p>

How is PSHE organised in school?

Our curriculum brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The curriculum is designed as a whole school approach, with all year groups working on the same theme at the same time. The curriculum is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Class teachers are responsible for the delivery of PSHE & RSE. The Headteacher and PSHE coordinator are responsible for monitoring and evaluating the delivery. The Headteacher is responsible for ensuring all statutory duties are fulfilled.

Differentiation/SEN

As with all lessons, teachers will need to tailor each lesson to meet the needs of their class.

Safeguarding

Staff need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson ends. It is important to allow the time and appropriate staffing for this to happen.

Assessment

We do not set formal assessments. Teachers will use their judgement to assess children's understanding at the end of each unit. Children will also be given opportunities to complete self and peer assessment tasks during their learning journeys.

Each unit of work will be assessed using the following level descriptors:

Working towards

Working at

Working beyond

Monitoring and evaluation

The PSHE lead will monitor delivery of the programme through observation and discussion with staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. This should include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from childrens' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and

gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Confidentiality and Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Additional aspects of School Life Supporting PSHE

Many areas of the school curriculum and extra-curricular framework support the PSHE programme: For example (but not exhaustive):

- Circle time
- Assemblies
- Drama, English, Expressive Arts, Humanities, P.D and Science
- Positions of responsibility
- House competitions
- Charity fund-raising
- Theme days
- Codes of conduct
- Parent/staff information evenings
- Lunchtime and Afterschool Club activities

Reviewed: September 2021

Review Date: Annually