



# SARUM HALL SCHOOL

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## **PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) AND RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

**Date:** April 2024  
**Next Review Due:** November 2024  
**Reviewed by:** Andrew Laws

## INTRODUCTION

Sarum Hall School is committed to investing in the pupils' health and well-being, thus assisting in the process of raising the pupils' achievements both academically and personally. Personal, Social, Health and Economic (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Sarum Hall School, PSHE is a balanced curriculum which reflects the nature of the world we live in. It teaches children the skills and processes involved in becoming happy and fulfilled individuals in a safe, supportive and positive environment.

This policy covers the school's approach to delivering PSHE and Relationships and Sex Education (RSE).

## OUR AIMS

This policy is informed by the School's ethos and aims to:

*"...develop to the full the natural talents and potential of each individual pupil and to prepare them all for a full, happy, healthy, active and productive life."*

Our PSHE programme has the following intended outcomes:

- To help pupils recognise their worth;
- To help pupils develop and understand their own feelings and emotions and the feelings and emotions of others;
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, respect and tolerance;
- To promote respect and tolerance of culture and diversity, with particular regard to the protected characteristics;
- To develop opportunities for each pupil to develop their mental and physical well-being;
- To develop each pupil's ability to achieve economic well-being;
- To develop an understanding of relationships that will enable pupils to understand their own, and others' relationships;
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society, both in real-life and online;
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
- To promote a happy and healthy School community, reflecting the ethos of the School;
- To teach children internet safety and online;
- To teach children Relationships and Sex Education (RSE) in an age-appropriate manner in keeping with the context of the School.

## **TEACHING AND LEARNING STRATEGIES**

All members of staff help pupils to develop values, attitudes, knowledge, skills and understanding centred around the aims of PSHE in Sarum Hall School. The PSHE curriculum is primarily delivered by form tutors working at Sarum Hall School through weekly timetabled lessons. Occasionally, the Health and Wellbeing Coordinator may support the form tutors in delivering some of these sessions, especially on topics focusing on well-being. The Head of e-Learning will further support the teaching of identifying and applying strategies to reduce harm from online risks in computing lessons.

At Sarum Hall School, PSHE is delivered through:

- an implicit and explicit curriculum teaching values in everyday life
- Science and computing curriculum
- assemblies and events for the whole school
- educational visits
- the aims and ethos of the school
- the school's Golden Values and Playground Rules
- use of the pupil voice through groups such as the School Council, Eco Team and Digital Leaders
- specialist teachers and visitors from outside organisations.

## **CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT**

It is essential to establish a safe learning environment because PSHE works within pupils' real-life experiences. At Sarum Hall School, clear ground rules are established to ensure a safe learning environment; these ground rules are established, in consultation with the children, in the opening PSHE lessons of each academic year.

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. If there are indications or disclosures are made, staff will follow procedures in line with the School's Child Protection and Safeguarding Policy.

## **THE SCHOOL PSHE CURRICULUM**

The school's PSHE curriculum brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and flexible to allow learning to be tailored to the needs of each class and allow scope for all pupils to achieve their full potential. All year groups work on the same theme/topic at the same time, appropriately differentiated for each age group.

In Nursery and Reception, Personal Social and Emotional Development (PSED) is a prime area of the EYFS curriculum. It is taught in the Early Years with awareness to the ways in which the child engages with other people and their environment, demonstrating the characteristics of effective learning – playing and exploring, active learning, and creating and thinking critically. These underpin the learning and development across all areas (prime and specific), supporting the child to remain an effective and motivated learner.

The topics outlined below form the basis of planning lessons in PSHE at each age level. To support their planning and teaching, teachers have access to:

- Jigsaw PSHE resources: <https://jigsawpshe.com/home>
- Kapow PSHE resources: <https://www.kapowprimary.com/>

Teachers are also free to teach the PSHE objectives using resources and ideas from other publications, charities and websites, in consultation with the PSHE coordinator.

Curriculum audits for Spiritual, Moral, Social and Cultural (SMSC) development and British Values are updated regularly.

<b>Term</b>	<b>Topic/Theme</b>	<b>Content</b>
Autumn 1:	Marvellous Me	Includes understanding my place in the class, school and global community
Autumn 2:	Strength in Difference and Diversity	Includes anti-bullying (online and homophobic bullying included), and diversity work. Empowering children to know right and wrong and to look after themselves. Exploring and understanding power in different contexts and how sometimes it can feel unsafe.
Spring 1:	Aiming High	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Fitness and Health	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices. Recognising when people are putting pressure on others and how to resist this. Understanding what they believe is right and wrong, and knowing how to be assertive when they need to be.
Summer 1:	Better Together	Includes understanding friendship, family and other relationships, conflict resolution and communication skills. Exploring different forms of physical contact and understanding, what is acceptable and what is not. Understanding that sometimes secrets are good and sometimes they are not good. Learning to recognise when people are trying to gain control or power and how to stand up for themselves. Learning to use technology

		positively and safely to communicate. Determining whether information online is real or fake/safe or unsafe.
Summer 2:	All Change!	<p>This topic includes:</p> <ul style="list-style-type: none"> <li>- Preparing to move on to the next class/school</li> <li>- Understanding consent</li> <li>- Financial responsibility (spending pocket money wisely, etc.)</li> </ul> <p>For Y5 and Y6 pupils only:</p> <ul style="list-style-type: none"> <li>- Changes that come with getting older (e.g. taking more responsibility for personal health and hygiene)</li> <li>- Self-image and body image</li> <li>- (Y5) Puberty and feelings</li> <li>- (Y6) Conception to birth</li> </ul>

## RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and Sex Education (RSE) is learning about ourselves, emotions, relationships and sex. Effective RSE can make a significant contribution to the development of the personal skills needed to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their safety, health and well-being.

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. However, parents have the right to withdraw their daughter from all, or part of the sex education part of the RSE curriculum (please see below for more details).

The RSE curriculum is an essential vehicle in supporting the school's statutory duty to:

- safeguard and promote the welfare of their children;
- advance the 2010 Equality Act;
- encourage the spiritual, moral, social and cultural development of pupils;
- foster British values; and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life.

## THE SCHOOL RSE CURRICULUM

The aims of Relationships and Sex Education (RSE) at Sarum Hall School are to:

- Provide a framework in which sensitive discussions can take place;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Learn and understand physical development at appropriate stages such as puberty;
- Understand human reproduction, emotions and relationships
- Teach pupils about permissions and consent.

The Relationships aspects of RSE are delivered by form teachers as part of PSHE lessons. These components are threaded throughout several units of the school's PSHE scheme. In particular:

- 'Better Together' unit (first half of summer term)
- 'All Change' unit (second half of summer term)

By the end of this school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

<sup>1</sup> 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.

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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## **ONLINE SAFETY**

The PSHE and RSE curriculum supports children and their digital literacy development across the year groups. Online safety issues regarding online bullying, online hoaxes, online challenges, and keeping safe online (including knowing the SMART rules) are also addressed in computing lessons.

Our pupils are taught about safeguarding, including online safety. Particular attention is paid to school practices to help them to adjust their behaviours in order to reduce online and offline risks and build resilience with particular attention to the safe use of electronic equipment and the internet. These practices are age appropriate and delivered through a planned component of the curriculum. Our pupils are taught and should understand the risks posed by adults or young people who use the internet and social media. These risks include online hoaxes, online challenges and how technology can be used to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is integral to the school’s computing curriculum and is embedded in PSHE and RSE.

## **TEACHING ABOUT LGBT +**

In the teaching of RSE, staff are aware of the requirement to ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Staff are aware of the Equality Act (2010) and the ‘protected characteristics’, which includes faith, gender, gender reassignment and sexual orientation and this will be reflected in the teaching of RSE which will be at age-appropriate stages.



Teachers present the RSE curriculum with an objective, respectful and inclusive approach so that inclusion and diversity are fully integrated into the programme of study, rather than delivered as a standalone lesson. Also, while being respectful and inclusive, the school does not actively encourage the children to (over) question their sexual identity at this stage of their development. They are also aware of the school's duty to promote fundamental British values, notably in this context, respect and tolerance.

In RSE lessons, a question box is provided for pupils to write and post individual questions in. These will be answered as appropriate, either as a whole class or individually.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

We promote the needs and interests of all pupils, irrespective of gender, culture, language, SEND or personal circumstance by taking these differences into account, and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others' needs by addressing these issues directly and appropriately in PSHE lessons, ensuring equality for all. We recognise the right for all pupils to have access to PSHE education learning which meets their needs through working closely with the Learning Support department where necessary.

## **MONITORING AND ASSESSMENT OF PSHE**

Pupils are not formally graded for their work in PSHE. Form tutors will consider written work, alongside discussion and school involvement to report to parents termly.

It is important that pupils are helped to make connections between the learning they receive in PSHE lessons and their current and future 'real life' experiences. Each pupil keeps a PSHE reflection book that they take up with them each year as they progress through the school. This book is used for pupils to reflect on what they have discussed in lessons and provides them an opportunity to self-evaluate their own understanding and set personal targets to work on. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE.

The PSHE Coordinator and Deputy Head (Academic and Innovation) will meet to discuss and review the curriculum regularly.

This policy document will be published on the school website. Parents will be consulted when changes have been made to our RSE policy.

## **PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN**

Parents and carers will be kept informed of any significant changes or updates to the RSE curriculum. During summer 1, parents will be informed in advance, by email, with an overview of the sensitive topics that will be covered in summer 2. This is to inform parents and to enable them to support their child with this important aspect of their education.

Parents have the right to withdraw their child from all, or part of the sex education of the RSE curriculum.

However, parents do not have the right to withdraw their children for those parts about Relationships Education or the biological components of sex education that are part of the science curriculum as these are statutory.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of Sex Education are invited to let the Headmistress know in writing. A draft copy of the Year 5 and Year 6 letters issued to parents can be found below.



# SARUM HALL SCHOOL

Dear Parents

As you know, all pupils at Sarum Hall School take part in a weekly Personal, Social, Health and Economic (PSHE) Education lesson. These lessons focus on strengthening the knowledge, skills, and connections pupils need in order to be healthy, happy, safe, active participants in society.

In the second half of this term, the Year 5 pupils, as part of the 'Changes' topic, will be learning about puberty and the changes that happen to girls' and boys' bodies at this stage in their lives. This topic is part of the Relationships and Sex Education curriculum (RSE).

We have found that parents often appreciate having an awareness of what is covered so that, if you wish, you can continue the conversations at home. With that in mind, the following themes will be covered:

- the ways in which girls' and boys' bodies change as they reach puberty (this will include the biological names for intimate body parts)
- the biological reasons for menstruation
- the ways in which periods can be managed

These two videos, attached in the link [here](#), may be shown in the lessons to help pupils understand the topic.

This is a sensitive subject area that is treated as such. The biological content of RSE is taught as part of the statutory National Science Curriculum. We are building on this by providing the RSE that is recommended as best practice.

Whilst the teaching of RSE is statutory for all pupils receiving primary education, parents do have the right to request to withdraw their child from some or all of the sex education aspect of the curriculum. Those parents wishing to exercise their right are required to let the Headmistress know in writing.

Yours sincerely,

Ms. Johnstone (Y5 Form Teacher) and Mr. Laws (PSHE Co-ordinator)

Headmistress: Miss Karen Coles BEd (Hons) (EXON)

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PSHE and RSE Policy

This policy applies to Sarum Hall School including EYFS



# SARUM HALL SCHOOL

Dear Parents

As you know, all pupils at Sarum Hall School take part in a weekly Personal, Social, Health and Economic (PSHE) Education lesson. These lessons focus on strengthening the knowledge, skills, and connections pupils need in order to be healthy, happy, safe, active participants in society.

In the second half of this term, the Year 6 pupils, as part of the 'Changes' topic, will be learning about how babies are made. This topic is part of the Relationships and Sex Education curriculum (RSE).

We have found that parents often appreciate having an awareness of what is covered so that, if they wish, they can continue the conversations at home. With that in mind, the pupils will learn:

- that sexual intercourse can lead to conception and that is how babies are usually made
- that babies develop in the uterus before being born; this takes nine months
- the appropriate biological names for intimate body parts.

These two videos, attached in the link [here](#), may be shown in the lessons to help pupils understand the topic.

This is a sensitive subject area that is treated as such. The biological content of RSE is taught as part of the statutory National Science Curriculum. We are building on this by providing the RSE that is recommended as best practice.

Whilst the teaching of RSE is statutory for all pupils receiving primary education, parents do have the right to request to withdraw their child from some or all of the sex education aspect of the curriculum. Those parents wishing to exercise their right are required to let the Headmistress know in writing.

Yours sincerely,

Ms. Cawood (Y6 Form Teacher), Mrs. Martin (Y6 Form Teacher) and Mr. Laws (PSHE Co-ordinator)

Headmistress: Miss Karen Coles BEd (Hons) (EXON)

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