

# PSHE and RSE Policy

The Crescent Primary School



**Approved by:**

Governing Body- T and L

**Date:** 04/06/2025

**Last reviewed on:**

23/05/25

**Responsibility:** Headteacher

**Next review due by:**

04/06/2027

## **The Crescent Primary School – PSHE Policy**

Personal, social, health and emotional education will cover the teaching of Relationships Education, Health Education and Sex Education as stated in the DfE Statutory Guidance 2020

### **Rationale/Ethos**

At The Crescent, we believe that Personal Development Learning covers the teaching of Relationships Education, Relationships and Sex Education and Health Education. It is a statutory requirement as set out in the *Relationships Education, Relationships and Sex Education and Health Education* (DfE Guidance 2020). As a curriculum area, it is designed to give pupils the knowledge, skills and understanding they need in order to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

PSHE is a prime area of the Early Years Foundation Stage curriculum. It is taught across the year through taught sessions and within play.

The Education Act 2002 states that all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural 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

Pupils will learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are essential to life and learning.

### **Roles and Responsibilities**

The PDL programme will be led by the subject leader who is responsible for setting out the whole-school curriculum for PDL. The subject lead will work with other various stakeholders (teachers, parents, governors and SLT) to develop an inclusive curriculum in conjunction with the statutory guidance. The RSE programme will be taught by teachers. Teachers will receive CPD through staff meetings and the providing of up-to-date legislation in order to implement our RSE curriculum.

### **Legislation**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education and health education in primary schools. Documents that inform this PDL policy include:

- Equality Act 2010
- Education Act 1996
- Keeping Children Safe in Education – Statutory Safeguarding Guidance 2016
- Relationships Education, Relationships and Health Education and Sex Education Statutory Guidance 2020

The PSHE policy supports the following policies:

- Health and Safety policy
- Safeguarding policy
- Anti-bullying policy
- Religious Education Policy

## **Curriculum Design**

In order to inform our PSHE teaching and, therefore, our Relationships and Health curriculum, we use the programme of study as set out in the PSHE Association Programme of Study. There are three core themes that are covered in each year group across the year. These are:

- Health and wellbeing
- Relationships
- Living in the Wider World

For guidance on what children should learn by the end of primary school for relationships and health education, please see Appendix 1.

## **No Outsiders**

As part of our dedication to ensure children are prepared for life in modern Britain, and as part of our duty to teach the protected characteristics of the Equality Act 2010, we follow the No Outsiders scheme written and developed by Andrew Moffat. This teaches the protected characteristics under British law through the use of age-appropriate picture books from Year R-6. There are 5 picture books per year group, please see Appendix 1.1 for coverage of these.

## **Safe and Effective Practice**

We will ensure a safe learning environment for all children by agreeing ground rules for each PSHE lesson before beginning. PSHE teaching will cover some issues that may be sensitive or controversial. Teachers will answer children's questions honestly and sensitively and, if necessary, in a one to one situation. Teachers are not required to answer personal questions about themselves.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, staff members / visitors will follow the school's safeguarding procedures as set out in the Safeguarding Policy which ALL members of staff are aware of and receive regular training on. Visitors are made aware of safeguarding procedures and protocol on entry to the school building.

As part of effective RSE teaching, pupils have the opportunity to ask staff questions. Staff will not answer questions that are personal or that they feel uncomfortable with. An anonymous question box will be used during lessons to facilitate this. Staff will use the correct safeguarding procedures of the school should they have any concerns over questions and will work with the parents in order to ensure that the children have received accurate information.

## **Right to withdraw**

Parents **do not** have the right to withdraw their children from **relationships or health education** as per the Statutory Guidance from the DfE 2020.

Primary schools do not have to provide sex education that falls outside the Science National Curriculum however, we have decided that it is in the interest of our children's education to provide further sex education. Primary sex education will focus on:

- How a baby is conceived and born

The rationale for this is to provide children with accurate information and prepare them for the next steps at secondary school.

If you wish to withdraw your child from **sex education that falls outside the Science National Curriculum**, please write a letter addressed to the head teacher detailing your reasons.

## **Monitoring, reporting and evaluating**

The teaching of PDL will be monitored through learning walks, book sampling and pupil conference. Teachers will have regular CPD through staff meetings in order to reflect on their practice. Pupils will have the opportunity to reflect on their learning through lessons and discussions. Each class will have a class journal that reflects the PSHE teaching within their class. This will include examples of discussions had in class and examples of children's work. Early Years PSE is assessed through three aspects (emerging, expected, exceeding) which are part of Good Level of Development (GLD) and reported to parents at the end of the academic year.


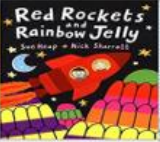







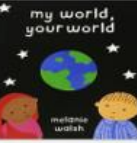





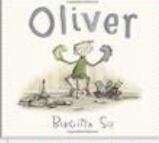

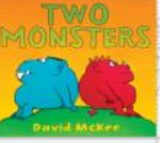

















### Appendix 1 – Overview of RSE teaching at The Crescent Primary School

Term	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>		
Core Theme	<b>Health and Wellbeing</b> (minimum 10 lessons)			<b>Relationships</b> (minimum 10 lessons)			<b>Living in the Wider World</b> (minimum 10 lessons)		
Topics	Growing and Changing	Healthy Lifestyles	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
<b>Year 1</b>	Recognising what they are good at  Setting goals  Change and loss and how it feels	What helps keep bodies healthy  Hygiene routines	Keeping safe around the household products  How to ask for help if you are worried about something	Recognising feelings in self and others  Sharing feelings	Secrets and keeping safe  Special people in our life	Respecting similarities and differences in others  Sharing views and ideas	Everybody is unique in some ways and the same in some ways	Recycling  Plastic pollution	Where does money come from?  How to use money  Saving and spending money
<b>Year 2</b>	Recognising what they are good at  Setting goals  Growing, changing and becoming more independent	Healthy choices  Different feelings  Managing feelings	Keeping safe in different situations  How to ask for help if they are worried  Privacy in different contexts	Behaviour  Bodies and feelings can be hurt	Listening to others and playing cooperatively  Appropriate and inappropriate touch  Teasing and bullying	Respecting similarities and differences in others  Sharing views and ideas	Groups and communities that they belong to	Environment change  Climate change/Global warming	Where money comes from  Saving and spending money  Making choices  Keeping track of money spent/saved
<b>Year 3</b>	Recognising what they are good at  Setting goals	What makes a balanced diet  Opportunities for making own	School rules on health and safety	Recognising feelings in others	Positive healthy relationships and friendships	Recognising and responding to bullying	Discuss and debate health and wellbeing issues	Responsibilities  Rights and duties	Enterprise - role of money

	Describing feelings/conflicting feelings and how to manage feelings	choices with food  What influences their food choices and habits	Basic emergency aid People who help them stay safe and healthy	Responding to how others are feeling	Maintaining friendships Actions have repercussions  Working collaboratively		Being part of a community  Who works in a community		
<b>Year 4</b>	Recognising what they are good at  Setting goals	What makes a balanced lifestyle and making choices  Drugs - common to everyday life  Hygiene and germs	How to keep safe in local area and online  People who help them stay healthy and alive	Keeping something confidential or secret  When to break a confidence  Recognise and manage dares	Acceptable and unacceptable physical contact  Solving disputes and conflicts amongst peers	Listen and respond effectively to people  Share points of view	Discuss and debate health and wellbeing issues  Appreciating difference and diversity in the UK and around world	Sustainability of the environment across the world	Role of money, managing money (saving and budgeting)  What is meant by interest and loan
<b>Year 5</b>	Recognising what they are good at and setting goals and aspirations  Intensity of feelings. Managing complex feelings  Coping with change and transition and bereavement and grief	What positively and negatively affects health and wellbeing  Making informed choices  Benefits of a balanced diet  Different influences on food	Strategies for managing personal safety in the local environment  Online safety including sharing of images and mobile phone safety	Responding to feelings in others	Actions have consequences  Working collaboratively.  Negotiation and compromise - giving feedback	Listening to others  Raise concerns and challenges	Discuss and debate health and wellbeing  Rules and laws - changing rules and laws  Anti-social behaviour  Respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives  Being a critical customer  Looking after money  Interest, loan, debt management, money and taxes

Year 6	Recognising what they are good at  Setting goals	Images in the media and reality; how this can affect how people feel  Risks and effects of drugs	Independence increased  Keeping safe and influences on behaviour  Resisting pressure  Rights to protect their body and speaking out  Where to get help and advice	Confidentiality and when to break confidence  Managing dares	Different types of relationships  Positive and healthy relationships  Maintaining relationships - recognising when a relationship is unhealthy  Acceptable and unacceptable physical touch  Personal boundaries and right to privacy	Listening to others  Raising concerns and challenge  What makes people the same and different  Recognising and challenging stereotypes  Discrimination and bullying	Discuss and debate health and wellbeing issues  Human rights  Fake news - being critical of what is in the media and what they forward to others	How resources are allocated. Effect of this on individuals, communities and environment	Enterprise - Dragon's Den  Managing money Budgeting
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### Appendix 1.1

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.

## **The Philosophy of the School**

The school's philosophy aims to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for Sex & Relationships Education (SRE) is written in accordance with this philosophy.

“Effective sex and relationships education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.” *Sex and Relationships Education Guidance, DfEE, July 2000.*

## **What is Sex and Relationships Education?**

Sex and Relationships Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It **is not** about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (*Sex and Relationships Education Guidance, DfEE, July 2000*)

## **Rationale**

SRE is integral to PSE and as such we believe it is important to help children learn to respect themselves and others, develop fulfilling relationships and lead confident, healthy lives. The programme we offer in school will compliment and build on that offered by parents.

## **Aims**

As well as our generic aims for PSE our aims for SRE are to help pupils:

- respect themselves and others and move with confidence through childhood to adolescence
- learn the value of love, care and empathy for others
- gain an appreciation of the variety of cultural, religious, ethnic and social viewpoints
- appreciate the qualities and values of family life, marriage and stable, loving relationships for the nurture of children
- learn and understand physical development at appropriate stages, understand human sexuality, reproduction, sexual health, emotions and relationships.
- acquire accurate information and develop the understanding they need to live confident, happy and independent lives
- develop critical thinking in order to make responsible and well informed decisions about relationships
- empower themselves to make informed choices about sexual matters
- learn how to avoid exploitation and abuse
- prepare themselves for the opportunities, responsibilities and experiences of adult life
- learn the importance of values and individual conscience and moral considerations
- explore, consider and understand moral dilemmas; and
- develop critical thinking as part of decision-making.

## **Outline of SRE programme YR-Y6**

See Long Term Plan.

### **Implementation**

The SRE programme will be delivered through a variety of different approaches, in class and/or single sex groups, as appropriate. These may include:

- ✓ class based lessons
  - ✓ group discussion/circle time
  - ✓ drama/role-play
  - ✓ DVDs
  - ✓ Internet based programmes
  - ✓ outside agency involvement
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- Teaching staff will offer general information and guidance to pupils using **accepted language agreed by the school** (see below), however teachers will never give individual medical advice.
  - Children will have the opportunity to raise any issues or ask any questions they may have. This may involve questions on HIV/Aids. These will be answered honestly and sensitively in a manner appropriate to their level of understanding and experience.
  - Confidentiality will be respected but should pupil's questions or responses give staff cause for concern the head teacher and/or DSL as per the school's child protection policy.

### **Accepted Language agreed by the school**

As soon as children enter The Crescent Primary School in Year R, **all** body parts will be referred to by their scientific name, and children will be encouraged to use these terms. We will explain to children that 'family' names for parts of the body are acceptable for home use, but that at school we will use the correct terminology, i.e. *penis, vagina, breasts, testicles, etc.*

### **Right to withdrawal**

Please see right to withdraw under the PSHE policy.

## **Appendix 3**

### **The Crescent Primary School policy on Drugs Education**

#### **Definition – What is a drug?**

A drug is a substance (natural or synthetic), which, when taken into the body, changes the way we feel, the way we see things and the way our body works.

By definition, therefore, a drug includes substances, which contain caffeine (tea, coffee, and chocolate), alcohol, tobacco, solvents, slimming aids, over-the-counter medicines, steroids, prescribed drugs and illegal drugs.

In The Misuse of Drugs Act 1971, illegal drugs are classified into three groups.

#### **Class A includes for example:**

ecstasy, heroin, LSD, cocaine, crack, injected amphetamine.

**Class B includes:**

amphetamines, barbiturates.

**Class C are:**

the benzodiazepines or tranquillisers, including temazepam and valium, cannabis

**Rationale**

Current research indicates that drug use, both legal and illegal, is rising amongst young people. As part of the school's care and welfare of its pupils, we believe we have a duty to inform and educate children about drug use. Drugs are a reality in children's lives and schools share responsibility with parents and the local community to educate pupils about the risks and consequences of drug use and misuse. This school aims to encourage pupils to make healthy, informed choices by increasing their knowledge, challenging their attitudes and improving their skills. We also believe that the misuse of any drugs by members of the school community cannot be condoned and will be dealt with consistently and clearly with regard to the needs of the school and the individuals concerned.

**Aims**

At The Crescent Primary School we aim to:

- develop a whole school approach to drug education in the context of the PSHE programme and the Science curriculum
- provide accurate information about a range of drugs, including medicines, alcohol and tobacco
- if appropriate, clarify and respond to questions about illegal drugs and the harmful effects they can have on other people's lives
- enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas
- help children become more self-confident so that they are able to make sensible and informed decisions about their lives
- let children know what they should do if they come across/are offered drugs, or are aware of other people misusing drugs
- help children respect their own bodies and, in doing so, reduce the likelihood that they will be persuaded to become involved in drug misuse
- respond to any individual within the school community in need of support and protection
- clarify appropriate procedures in the management of drug-related incidents (see Appendix 4)

**Guidelines**

All pupils will follow a drug education programme which is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the existing curriculum, mainly Personal, Social, Health & Citizenship Education and some aspects of Science. The programme will provide appropriate information about drugs. It will also, through a variety of teaching approaches, enable children to explore attitudes and values and develop a range of skills.

We ensure that drug issues are reinforced throughout children's education, so matching their increasing understanding and maturity.

## **Conclusion**

At Crescent Primary School we believe that by educating children about the dangers of drug misuse and through staff, governors, parents and children working together, we can safeguard the well being of all children in our care.

This policy will be reviewed biannually or sooner in the event of any changes in legislation.

This policy is written with regard to 'Drug Matters Guidelines', Hampshire County Council, 'Drugs: Guidance for schools', DFES and 'Managing and making policy for drug-related incidents in schools', SCODA.

## **Appendix 4**

### **The Crescent Primary School policy on Dealing with Drug-Related Incidents**

#### **Definition – What is a drug?**

A drug is a substance (natural or synthetic) which, when taken into the body, changes the way we feel, the way we see things and the way our body works.

By definition, therefore, a drug includes substances which contain caffeine (tea, coffee, and chocolate), alcohol, tobacco, solvents, slimming aids, over-the-counter medicines, steroids, prescribed drugs and illegal drugs.

In The Misuse of Drugs Act 1971, illegal drugs are classified into three groups.

#### **Class A includes for example:**

ecstasy, heroin, LSD, cocaine, crack, injected amphetamine.

#### **Class B includes:**

amphetamines, barbiturates.

#### **Class C are:**

the benzodiazepines or tranquillisers, including temazepam and valium, cannabis

### **Management of drug-related incidents in school**

'In school' is taken to mean on school premises, including buildings and grounds. The school policy also applies to off-site activities, visits and school trips. The policy will also relate to pupils' use of the premises and grounds beyond the school day.

A designated member of staff will be responsible for co-ordinating the management of drug-related incidents. He or she will offer sources of support for individuals and families coping with drug misuse and liaise with appropriate outside agencies, e.g. EWO, school nurse. The designated member of staff is **Sarah Mullins** (Head teacher).

## **Procedures**

**Medicines:** See school policy on administration of medicines.

**Tobacco:** See policy on smoking.

**Alcohol:** No alcohol will be consumed during the course of a normal school day when children are on site.

**Volatile substances:** The school will ensure that potentially harmful substances are stored safely, and pupils supervised carefully in the event of them having to be used in the course of work, e.g. aerosols and their potential risks to people with asthma or other bronchial problems.

**Illegal substances:** No illegal substances will be brought into school or used on school premises.

A range of sanctions will be applied following the inappropriate use or misuse of any of the substances described above by any member of the school community on the school premises or while on school trips and visits.

To protect the health and safety of everyone in the school, regular checks will be made of the site by the caretaker to ensure that any drug paraphernalia is cleared away.

Sanctions, in line with LEA and DFEE guidelines will be applied for:-

- possession of any drug with the suspected intention to misuse
- misuse of drugs on school premises
- supplying/dealing drugs for the purpose of misuse

## Dealing with drug-related incidents

Our school believes we should be a community free of drug misuse. Illegal substances should not be brought into school and use or supply of drugs on the school premises will be regarded with the utmost seriousness.

When dealing with emergencies and any situation involving drugs without medical authority this school will follow guidance as set out in **Managing and making policy for drug-related incidents in schools, Scoda, 1999.**

Any substance deserving investigation will be handed to the police. A record of all drug-related situations, i.e. *Emergency/intoxication, Suspicion ON/OFF premises, Discovery ON/OFF premises, Pupil disclosure, Parental use, Parent/carer expresses concern etc* will be kept by our drug co-ordinator, **Mark Wartnaby**. Evidence of drug use by a pupil or possession of a substance will be dealt with appropriately. Each case will be assessed and different levels of sanctions will be used according to the seriousness of the incident and the pupil's involvement. Fixed-term or permanent exclusions of pupils **may** be used where appropriate.

If any member of staff **suspects** that a pupil is under the influence of a drug or possesses a drug while on the premises, then he/she **must** inform the drug co-ordinator who will deal with the matter and any pupil/s involved. If a pupil **is** found possessing a drug then the member of staff should take or confiscate the drug and report the incident to the drug co-ordinator. When reporting the incident, the member of staff should also hand the 'drug' to the drug co-ordinator. In the unlikely event that a pupil refuses to hand over a drug then follow the guidelines below.

## Searching

Storage areas including children's trays/desks remain the property of the school. The head teacher or deputy head teacher may authorise a search of these when there is reasonable cause to suspect the presence of prohibited items. Such searches will be carried out in the presence of a witness. Staff **should not** carry out searches of a pupil's property or person. If it is necessary to search a pupil's property or person the assistance of a police officer will be required and parents will need to be informed as soon as possible.

## Advice and support

Information about local drug and support services are available for pupils, parents and staff if needed.

## Media

The school will adopt the approach to media enquiries promoted by Hampshire County Council Press office. Bearing in mind that freelance journalists and news agencies can syndicate stories, together with the interest in drug-related incidents in school, responses to media enquiries must be handled carefully.

## **Staff development**

All staff need to:

- understand and support the rationale and aims of drug education
- be aware of the legal implications and their responsibilities.

## **Conclusion**

At The Crescent Primary School we believe that by educating children about the dangers of drug misuse and through staff, governors, parents and children working together, we can safeguard the well being of all children in our care.

This policy will be reviewed biannually or sooner in the event of any changes in legislation.

This policy is written with regard to 'Drug Matters Guidelines', Hampshire County Council.

Table of Changes	
Year	Change
2025	Formatting change