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## Personal, Social and Health Education (PSHE) including Relationships and Health Education (RHE) Policy – Spring 2023

### Context

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.

### PSHE

At Earl Sterndale C of E Primary School, we use a whole-school approach to teaching PSHE to help underpin children's development as people and because we believe that this also supports their learning capacity and to do this we use 'PSHE Matters', a Derbyshire County Council devised scheme of work.

PSHE Matters offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England)

Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will

support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here at Earl Sterndale C of E Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education (referred to as RHE in this policy) within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use PSHE Matters, a Derbyshire County Council scheme of work, as our chosen teaching and learning programme and tailor it to your children's needs.

Our PSHE policy is informed by existing DfE guidance:

[Keeping Children Safe in Education](#) (statutory guidance)

[Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

[Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

[Equality Act 2010 and schools](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Alternative Provision](#) (statutory guidance)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))

[Sexual violence and sexual harassment between children in schools](#) (advice for schools)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

PSHE Matters is aligned to the PSHE Association Programmes of Study for PSHE.

## **What do we teach when and who teaches it?**

### Whole-school approach

PSHE Matters covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Because our classes are mixed-age, we have had to adapt the programme into a 2-year programme which ensures that all the children cover all the units at least once. A 2-year overview of the programme can be found and more details can be found on our website. We have been careful to ensure that the Infant class and Junior class cover the same topics in the same term wherever possible.

At Earl Sterndale C of E Primary School we deliver PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways - collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school and through our ELSA work. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

### Relationships Education

Relationships Education in our school will be covered by the PSHE Matters units 'Relationships', 'Being Responsible', 'Changes', 'Being Safe', 'Growing Up' and 'Difference and Diversity'. It is important to note that other PSHE Matters units may include elements of Relationships Education, as will other subjects at school as well as collective worship and day to day interactions between pupils and staff and pupils and their peers.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex Education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

### Health Education

Health Education in our school will be covered by the PSHE Matters units ‘Drug Education’, ‘Being Healthy’, ‘Being Safe’, ‘Growing Up’, ‘Being Me and ‘Being Responsible’. It is important to note that other PSHE Matters units may include elements of Health Education, as will other subjects at school as well as collective worship and day to day interactions between pupils and staff and pupils and their peers.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance. This will be taught as part of the ‘Growing Up’ topic.

### Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’

However, ‘Sex Education is not compulsory in primary schools’ (p 23)

Schools are to determine the content of sex education at primary school. Sex education ‘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'.

At Earl Sterndale C of E Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in years 5 and 6. Children are taught:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother;
- That the sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means;
- How a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – the letter can be found as appendix 1. Appendix 2 also includes a guide to the vocabulary and terminology staff will use when discussing reproduction and at what stage of each child's learning.

### Parents' right to request their child be excused from Sex Education

At Earl Sterndale C of E Primary School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Matters Programme and we conclude from the DFE Guidance that Sex Education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to

teach this alongside our Science curriculum, as we believe this is most appropriate for our children.

Therefore the parent right to withdraw their child from the statutory health and science curriculum is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact school if you wish to discuss further.

### Children's understanding of sanitary products and disposal in school

As part of lessons on puberty the children will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is 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.

### Monitoring and Review

The Teaching and Learning Sub Committee of the governing body monitors this policy annually. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The T&L Sub Committee gives serious consideration to any comments from parents about the PSHE or RHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

### Assessment

Teachers want to ensure children are making progress with their learning throughout their PSHE Matters experience. As well as using ongoing, summative assessments, after each unit, we will assess the children's learning using the PSHE Matters assessment grids marked with B (working below), A (working at) or G (working at greater depth) beside each Learning Opportunity. They will then complete the



relevant part of their PSHE Matters passport. Children will be praised and achievements celebrated.

### Monitoring and evaluation

The head teacher and Teaching and Learning Sub Committee will monitor delivery of the programme through observation and discussion with teaching 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.

### External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHE Matters programme. When possible, their input is carefully planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may also be called upon to contribute. Teachers must always be present during these sessions and remain responsible for the delivery of the PSHE Matters programme.

### 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 RHE-related issues are varied. However, while personal views are respected, all RHE issues are taught without bias using PSHE Matters. 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 RHE arising from pupils' 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 or in conjunction with parents. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Our school believes that RHE should meet the needs of all pupils, answer appropriate questions and offer support. In PSHE Matters lessons that cover RHE provision, 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.

## Equality

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain.

We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect diversity and encourage inclusiveness. We do not use RHE as a means of promoting any form of sexual orientation.

### Policy Review

This policy will be reviewed annually.

Headteacher:

Chair of Governors:

D. Holden

C. Howarth

Date: 13.03.23 – FGB – Min. No. 10

## **Appendix 1 – Letter to parents**

Personal, Social and Health Education including Relationships and Health Education (PSHE Matters) Spring 2023

Dear Parents,

You will be interested to hear that we have recently bought in to a Derbyshire County Council scheme for Personal, Social and Health Education (PSHE) called ‘PSHE Matters’. This scheme sets out a range of activities and lessons ideas. This means PSHE will now be taught more formally during the week.

PSHE includes a statutory requirement called Relationships and Health Education (RHE) which includes an element of teaching sexual reproduction, relationships and the onset of puberty to the older children in school. This will take place in the Summer term and will be tailored to suit the needs and abilities of each year group and will always be age appropriate - a guide to the terminology and language we may use can be found with the policy. This may mean splitting the Junior class into separate groups. Some of the content will be taught in Science lessons.

Nonetheless, it will raise questions from the children and there may be some concerns among parents. It is our aim to make sure you, as the parents of the children at our school, are comfortable with the subject matter. As always, if you have concerns or questions, we are happy to do our best to try to answer.

We have posted some information about PSHE Matters on our website which you can peruse in your own time. An updated PSHE policy will follow later in March once it has been approved by Governors.

Please find below a form to give your consent for us to teach RHE along with a space for any general questions you may have. You have the right to withdraw your child from RHE lessons, though some of the content will also be covered in Science.



**Appendix 2 - Mapping vocabulary for sexual body parts, puberty and reproduction**

This chart shows when we might expect to mention or discuss words or phrases relating to Health and Relationships Education. It is not a comprehensive or exhaustive list and some words or phrases may be discussed sooner, earlier or not at all. Other related words or phrases may be discussed as the need arises.

	R/Y1	Y1/Y2	Y3/Y4	Y5/Y6	If need arises
penis	✓				
vulva					✓
vagina	✓				
clitoris					✓
pregnant	✓				
womb			✓		
breasts	✓				
testicles			✓		
genitals	✓				
sperm			✓		
egg		✓			
umbilical cord			✓		

	R/Y1	Y1/Y2	Y3/Y4	Y5/Y6	If need arises
ovaries			✓		
fallopian tube			✓		
ovary			✓		
ovum			✓		
pubic hair				✓	
period				✓	
menstruation				✓	
hormones			✓		
urethra				✓	
sexual intercourse				✓	
conception			✓		
semen				✓	
erection					✓
ovulation			✓		
labia					✓
cervix					✓

	R/Y1	Y1/Y2	Y3/Y4	Y5/Y6	If need arises
anus				✓	
foreskin					✓
wet dream					✓
masturbation					✓
ejaculation					✓
foetus	✓				
embryo	✓				
nipple	✓				