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# **Personal, Social, Health and Economic Education (PSHE) Policy and RSE (Relationships and Sex education) Policy**

Policy written: February 2021  
Policy Reviewed: September 2025  
Next review: September 2026

Following the outcome of the RSHE statutory guidance consultation, our curriculum will be reviewed to ensure it is meeting statutory guidance in September 2026.

## School Mission Statement

We believe that our core purpose as a school is not only to help your children succeed academically but also to teach them about the wider world and their role in the future. We want children to leave London Fields knowing that they can contribute to making the world they belong to better.

In order to do that, we want them to feel well and think well. So we have summarised our vision in this simple concept.



Sitting behind the question, '**Can my mind think well?**' is all the work we do on how to learn effectively, how to solve problems, how to relate new learning to what you already know as well as the knowledge and understanding the children learn in their various topics and subjects.

**'Can my mind feel well?'** addresses the well-being agenda. In this area we work with children on their mental well-being, emotional literacy and language, self-esteem and self-worth and helping them to feel positive and self-aware. All of which is crucial to both academic success and happy and connected lives. This is integral to the PSHE and RSHE curriculum that we provide.

## Aims and Objectives

We believe that Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex education (RSE) helps to give pupils the knowledge, skills and understanding they need to make informed choices, lead confident, healthy, independent lives, in order to become active and responsible citizens. Through PSHE and RSE, we aim to give children the tools to make sense of their personal experiences, to understand and manage their feelings and to successfully navigate the world that they are growing up in.

We believe that to be effective, Relationship and Sex education (RSE) should always be taught within a broader Personal, Social, Health and Economic Education (PSHE) education programme. PSHE and RSE enhances and is enhanced by learning related to topics including: keeping physical and mentally healthy; respectful and healthy relationships; emotional and mental wellbeing; and the development of skills and attributes such as communication skills, risk management and decision making.

It is the intention of London Fields to teach high quality, age appropriate, pupil-sensitive, evidence-based PSHE and RSE, that demonstrates a respect for the law and all communities that call Hackney home. It is expected that PSHE and RSE in London Fields will help pupils to learn

about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives.

*The aims of PSHE and RSE at London Fields Primary School are:*

- To have the confidence and self-esteem to value themselves and to move with confidence from childhood through adolescence into adulthood.
- To have respect for others regardless of race, age, gender, culture, disability or disposition.
- To teach pupils to understand what constitutes a safe and healthy lifestyle and the characteristics of healthy relationships.
- To help children to understand the difference between friendships they encounter at a younger age and mature relationships which they can expect to have when they are older.
- To prepare pupils to be positive and active members of a democratic society and the opportunities, responsibilities and experiences of later life.
- To prepare pupils for changes during puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- To develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively and to safeguard.
- To develop positive values and a moral framework that will guide their decisions, judgments and behaviour.

### **National Context**

The expectation that all schools teach PSHE is outlined in the introduction to the 2014 National Curriculum, where it is stated that, '*All schools should make provision for PSHE education, drawing on good practice.*<sup>1</sup>' The PSHE policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

### **Statutory content: Relationships and Health Education**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The government outlined their commitment to Relationship and Health education in Statutory

Guidance in ‘**Relationships Education, Relationships and Sex Education and Health Education**’ published in 2019. In this document it states:

*“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 and health Education has been made compulsory in all primary schools.”*

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils’ will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources. Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. *There is no right to withdraw from Health Education.*

### **Relationships Education**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. *There is no right to withdraw from Relationships Education.*

### **National Curriculum Science**

At key stages 1 and 2, the National Curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants. The sex education outlined in National Curriculum science is compulsory in maintained schools. At London Fields school we therefore teach science in line with the national curriculum. *There continues to be no right to withdraw from national curriculum science.*

### **Non-statutory SRE:**

At London Fields Primary, we have committed to retain our current choice to continue to teach age-appropriate sex education as a part of our relationships and sex curriculum (RSE). At London Fields we teach SRE beyond that taught within the science curriculum. The school teaches ‘how a baby is conceived and is born’ in Year 5 and 6 following on from the National Science Curriculum, which teaches about sexual reproduction in mammals. Parents/carers have a right to withdraw their children from non-statutory RSE, i.e. ‘how a human baby is conceived and is born’, following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process. We strongly believe that all pupils should have access to SRE that is relevant to their particular needs. The school’s approach to SRE will be balanced, take account of, and be sensitive to, different viewpoints but will not be subject to the bias of individuals or groups. SRE at London Fields will be taught by trained staff in an age appropriate and sensitive way.

The Government continues to recommend that students receive sex education, as stated in **'Relationships Education, Relationships and Sex Education and Health Education'** published in 2019. In this document it states:

*"The Department continues to recommend therefore 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."*

Prior to this, the Governments published 'The Importance of Teaching' in November 2010 stating that children need high-quality sex and relationships education so they can make wise and informed choices. All state-funded schools must also have 'due regard' to the Secretary of State's guidance on SRE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

As well as this, **The Equality Act 2010** states that pupils have an entitlement to:

- Age and circumstance appropriate SRE;
- Access to help from trusted adults and helping services.
- Learning experiences which are positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.

## **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSE and any disclosures or issues arising as part of RSE, will be dealt with in line with our safeguarding policy.

## **PSHE and RSE at London Fields Primary School**

### **Early Years**

In Early Years PSED (Personal, Social and Emotional Development) is split into three areas:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

Children in Nursery and Reception are introduced to the Zones of Regulation through various modes such as role play, art, matching activities and social stories. In doing so, they are taught how to identify and describe their feelings, whilst also considering the feelings of others.

Purposefully selected storytelling texts, alongside adult modelling and puppet shows teach pupils how others may be feeling in a situation. As a part of the Launchpad for Language focus, they begin to consider positive relationships, including how to be a good friend, and see themselves as

valuable individuals. Through doing so, we foster confidence and a positive self-image. Children develop their sense of responsibility and membership of a community and are aware of different occupations, taking part in local trips such as to Broadway Market, London Fields Park and local places of worship.

## KS1 and KS2

Each half term, children in Key Stage One and Key Stage Two are presented with a 'big question'.

Key:						
Whole-School Planning Overview:						
	Living in the wider world	Health and Wellbeing	Relationships	Relationship and Sex Education		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	What can we do with money?	What helps us stay healthy?	Who helps to keep us safe?	Who is special to us?	What is the same and different about us?
Year 2	What makes a good friend?	What jobs do people do?	What is bullying?	What helps us grow and stay healthy?	What helps us to stay safe?	Do we have the same similarities and differences?
Year 3	How can we be a good friend?	Why should we eat well and look after our teeth?	What makes a community?	What are families like?	What keeps us safe?	Do we have more similarities or differences?
Year 4	What strengths, skills and interests do we have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?	How do we treat each other with respect?	How will we grow and change?
Year 5	What decisions can people make with money?	What jobs would we like?	What makes up a person's identity?	How can friends communicate safely?	How can drugs common to everyday life affect health?	How can we manage changes as we grow?
Year 6	How can the media influence people?		How can we keep healthy as we grow?		What will change as we become more independent? How do friendships change as we grow?	

The 'big questions' that the children explore, cover a range of topics related to:

- Living in the wider world
- Health and wellbeing
- Relationships
- Relationship and Sex Education

Above you can see an overview of the different questions that the children explore throughout the year.

Children are given opportunities to explore the 'big question' through thoughtfully planned, age-appropriate activities and tasks.

## PSHE across the curriculum

PSHE is also promoted in the wider curriculum. The learning that takes place in PSHE often complements and enhances learning in Science, Computing, PE and P4C.

#### **P4C:**

Children take part in Philosophy for Children lessons in which they are exposed to and learn about the big philosophical questions that govern our lives. They are given the opportunity to explore social and moral issues and form their own opinions and beliefs, developing their sense of social and moral responsibility. They reflect on their personal experiences and learn about the importance of citizenship and our rights and responsibilities as British and global citizens.

#### **Computing:**

As well as the keeping safe online lessons that the children cover in PSHE, regular computing sessions ensure pupils are aware of how to keep themselves safe online. Through age-appropriate activities, pupils learn to:

- Spot and report cyberbullying
- Recognise that people they meet online may not be who they appear to be
- Protect passwords and personal information
- Discern which information should be made public on the internet and which should be private
- Assess whether messages and websites are reliable
- Communicate safely and responsibly on the internet
- Assess the appropriateness of online gaming software and websites
- Be responsible internet users

*London Fields has a separate online safety policy which is reviewed and updated regularly.*

#### **Work Week & Challenge Days:**

Children take part in 'Work Week' and Challenge Days in which they develop knowledge and skills of the world of work through entrepreneur inspired tasks. This is a chance for them to think about the skills and qualities needed for aspirational careers.

#### **Daily assemblies:**

Assemblies at London Fields aims to promote **spiritual, moral, social and cultural development**. During assembly time, pupils are given opportunities to explore values, themes and beliefs and are encouraged to reflect on moral issues or dilemmas. Children are encouraged to develop an understanding of the 'Can my mind feel well? Can my mind think well?' agenda, in order to understand how to contribute to a better world. From identity, celebrations, equality and neurodiversity, to climate change, collaboration, staying safe and making decisions, children are given time to engage in thoughtful reflection and discussion.

Other opportunities for children to children acquire the knowledge and skills to successfully navigate the world around them include:

- Y6 Junior Citizenship Scheme (learning about safe travel, knife crime, fire safety, being a good citizen, etc.
- Trips and events such as safer internet day.
- Visiting professional providing talks or workshops
- Y6 secondary transfer program.



## **Interventions:**

In addition to this core, classroom provision, intervention groups are held regularly to provide some identified children with extra support. Examples of this include weekly social skills programmes, lunchtime interventions, and programmes followed by Learning Support Assistants.

## **Equality**

We comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). High standards are set within PSHE and RSE. Each individual is ensured access to a full and varied programme of activities, no matter their learning style, special educational need, social or cultural background, ability or behaviour. Each child and their opinions is equally heard and respected. Knowledge and skills are imparted in a way that suits children's prior understanding and attainment level and tasks and materials are adapted as appropriate so that all pupils are able to achieve and progress.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep London Fields a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

## **British Values**

At London Fields, British Values are promoted in all areas of the curriculum, including in PSHE and RSE. The PSHE and RSE programme of study at London Fields has strong links to the following British Values:

**Democracy** - Children acquire a broad general knowledge of and respect for British institutions and laws. They learn support for participation in the democratic process.

**The Rule of Law** – Children distinguish right from wrong and respect both civil and criminal laws.

**Individual Liberty** – Children are aware of their rights as enshrined in law and of their responsibilities as citizens.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children acquire an appreciation for their own and other cultures.

## **Preventing Radicalisation and Extremism**

We as a school will fulfil our responsibilities under the Prevent Duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB.

### Monitoring and Evaluation

To ensure that the teaching and learning in PSHE and RSE in our school is of the highest standard, it will be monitored by the Senior Leadership Team and in particular, the PSHE RSE curriculum leader (Rebecca Austin). They will support colleagues in delivering PSHE and RSE by sharing good practice, providing resources and training and providing a strategic lead and direction for PSHE and RSE in the school. This is important because we aim to develop a curriculum that is suitable and appropriate to the needs of our pupils. Learning will be evidenced by the PSHE and RSE book and by our displays and we will assess pupils' learning and progress through pupil voice and the PSHE/ RSE book. All staff are responsible for identifying weaknesses and areas for further development within the curriculum area. The PSHE and RSE policy will be evaluated according to the school policy renewal schedule.

### Related Policies

The following policies are heavily related to the PSHE policy.

Safeguarding Policy

Online Safety Policy

This policy is available on the school website and on request to parents and carers, the LA and Ofsted through the Headteacher.

The PSHE and RSE Policy is to be reviewed during the Autumn Term 2024 pending the outcome of the RSHE statutory guidance consultation. Once published, our curriculum will be reviewed to ensure it is meeting statutory guidance .

### **Withdrawal from RSE Request Form**

By law, primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. As stated in this policy, there is no right to withdraw from relationship, health or science education. If you wish to withdraw your child from relationship and sex education, please complete the following withdrawal request form and return this to the School. Arrangements will be made for you to meet with a member of the Senior Leadership Team to discuss your request.

Your name and relationship to child:	
Name of child:	
Year Group:	
Class teacher:	
Have you viewed the PSHE and RSE curriculum materials on our website?	Yes/ No
Have you read our PSHE and RSE policy and therefore understand the statutory requirements of our school to develop a curriculum in line with Government policy?	Yes/ No
Which part of the curriculum would you like to request to withdraw your child from?	
Please detail the reasons as to why you wish to request your child.	
In submitting this form, I understand I will meet with a member of the Senior Leadership Team to discuss my withdrawal request.	
Signed:	Date: