



Personal, Social, Health and Economic Education (PSHE), Relationships Education and Health Education Policy

Context

Under the **Education Act 2002** all schools must provide a balanced and broadly-based curriculum which:

- 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.

Under the **Equality Act 2010**, schools have a '*duty of care to their pupils, and duty to deliver key areas of the curriculum such as religious education or sex and relationship education*'.

The **Relationships Education, RSE and Health Education (England) Regulations 2019** have made Relationships Education and Health Education compulsory in all primary schools. Sex Education is not compulsory in primary schools, however the Department for Education continues to recommend ... 'that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. (see separate Sex Education policy for further details).

Parents have the right to withdraw their child from specific Sex Education lessons but not from lessons which cover content within the Relationships Education, Health Education or The National Curriculum for science.

This policy covers our school's approach to the teaching of PSHE, Relationships Education and Health Education. The policy was written in consultation with the governing body, senior leadership team, teaching staff, pupils and parents. Parents are given opportunities to discuss and ask questions about the curriculum coverage and policy guidelines.

Aims

To develop pupils understanding of their own identity, appreciating that we are all unique with different skills and attributes to be proud of

To know about different types of relationships and families in our society and to understand the features of a healthy relationship

To equip pupils with the knowledge and skills to be able to live a healthy and balance lifestyle

To be able to identify and manage risks in different situations and to know how to keep themselves and others safe

To understand, value and respect the diversity of all individuals within our society, regardless of their beliefs, life style choice or sexuality including LGBTQ+.

To understand their own and others rights and responsibilities within society, including the importance of consent in different contexts.

To develop the skills needed to be able to deal with change, including drawing on the inner resource of resilience

To understand how power can be used in positive and negative ways, and know appropriate ways to manage or challenge it

To develop the skills of enterprise and economic understanding so they can make a positive contribution to the wider world

Relationships Education

Our school vision is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Children are taught that families come in many different forms but all provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of positive personal attributes and values. Within our PSHE curriculum and wider opportunities, we aim to develop our core school values of Respect, Aspiration, Supportiveness, Creativity, Independence, Resilience, Inquisitiveness and Reflection.

Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships education pupils will be taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Health Education: Physical health and mental wellbeing

Our school vision is to teach pupils the characteristics of good physical health and mental wellbeing. Adults and pupils should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers will go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils will be taught the benefits of hobbies, interests and participation in their own communities. This will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practicing service to others, including in organized and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils will be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty and Menstruation

The onset of puberty and menstruation can be confusing or even alarming for boys and girls if they are not prepared. Pupils will be taught key facts about the changes to the bodies of boys and girls during puberty including: periods, erections, wet dreams and the implications for emotional and physical health. This content will be taught in Year 5 and again in Year 6.

Teaching and learning style

When PSHE is being taught discretely, teachers will determine pupils prior knowledge/starting points at the beginning of a topic or lesson, to find out what is already known, identify misconceptions and key aspects to focus on.

The PSHE curriculum will be taught using a range of teaching methods including opportunities for, discussions, role-play, hot seating, research, team work, and practical work. Teachers will ensure all sessions follow the 'Ground rules' of PSHE and remain positive in tone and focus on 'generic' situations rather than personal examples. Teachers will endeavour to make connections between the pupils learning and 'real life' situations by providing opportunities such as; role-play, video clips and visits from outside professionals as appropriate.

Many aspects of the PSHE curriculum may be addressed through other curriculum areas such as: PE, RE, science and whole school assemblies. These links will be highlighted to pupils.

Curriculum planning

PSHE (including relationships and physical health and mental well-being) is primarily taught through a scheme of work produced by Coram Education called SCARF. This scheme covers all requirements of the statutory 'Relationships and Health Education in primary schools 2019' as well as other key aspects of PSHE including economic wellbeing and being a responsible citizen.

The long-term plan is organised into six core themes, which every class covers each year.

Autumn 1	Me and My Relationships
Autumn 2	Valuing Difference
Spring 1	Keeping Safe
Spring 2	Rights and Respect
Summer 1	Being My Best
Summer 2	Growing and Changing

More details about the content in each unit can be found on the long term PSHE plan.

All resources are carefully considered to ensure the content is appropriate for the age and ability of the children.

PSHE is also developed through a wide range of whole-school events, e.g. assemblies, school council meetings, green group, house events and clubs.

Throughout the year, teachers provide opportunities for the children to go on trips which provide a wide range of experiences, linked to many different aspects of the world around them. They experience different places of worship as well as different environments in our local area. We also provide two residential visit opportunities in Year 5 and 6, where there is

a particular focus on developing pupils' independence, self-esteem, leadership and team work skills.

Early Years Foundation Stage

PSHE is taught in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, they relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) under PSED and UTW. They follow the SCARF scheme of work. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Evidence of learning

Evidence of learning in PSHE will take many different forms including:

- Work in books/folders
- Group work e.g. posters
- Whole class mind maps
- Videos of role-plays/ adverts
- Photos
- Annotated planning
- Responses on pupil questionnaires

Assessment

Teachers regularly assess the children's work in PSHE by observing them during lessons. Initial assessments are made at the start of a unit or lesson and then reviewed at the end. These observations and assessments of the children's skills and understanding are used to inform future teaching and learning needs.

Policy Availability

The policy will be shared on our school website. If parents required a paper version of the policy, then they should request this at the school office.

Creating a Safe and supportive Learning environment

Clear 'Ground rules' will be established with pupils at the start of every year, to outline how sensitive topics will be discussed and to ensure a safe and supportive learning environment is created.

We will ensure that where pupils indicate that they may be vulnerable or at risk, this is reported to the designated Safeguarding Lead and the pupil will get the appropriate support, as identified in our Safeguarding/child protection policies.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults difficult questions which go beyond the content set out for PSHE, Relationships Education or Health Education. If this occurs, the teacher will explain to the child that the content of their question is not something we are able to discuss in school but that they could ask a parent or carer when they get home. The teacher should inform the parent or carer of the question the child was asking and explain why it was not able to be answered in school. If there is any safeguarding concern over the content of the question, then the teacher should speak to the Designated Safeguard Lead in school.

Entitlement and Equality of opportunity

The **Equality Act 2010 Public Sector Equality Duty (PSED)** acknowledges some protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. Within our PSHE teaching, we promote and support the needs and interests of all pupils, irrespective of their gender, culture, ability or personal circumstance. Teachers differentiate teaching and learning to meet the needs of all pupils, including those with SEND. They will take into account the age, readiness and personal circumstances of all pupils when planning learning opportunities to ensure all pupils can fully access the PSHE curriculum. When delivering content, teachers will focus on the facts and laws that surround the subject area and will not let personal beliefs or opinions influence their delivery of the facts to our pupils. PSHE education will be a way to promote diversity and inclusion within our school and the wider community and world.

Monitoring and review

All teachers take ownership of the PSHE curriculum and they, alongside the headteacher, are responsible for monitoring the standards of children's work and improving the quality of teaching.

Note

This PSHE policy should be read in conjunction with the Health and Safety, Sex Education, SMSC and Science policies.

Date Reviewed: November 2024

Next Review: November 2026

