

# PSHE Policy

## (Including Statutory RSE)



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## 1. Aims

This Policy informs the school's agreed approach to Personal, Social, Health and Economic (PSHE) education including statutory Relationships and Health education and non statutory Sex education(RSE) and sets out the intended outcomes for its provision.

At Sutton Green Primary School we believe that PSHE including RSE is an important and necessary part of the curriculum for all of our pupils.

The aims of our PSHE (RSE) education are to:

- Enable children to become healthy, independent and responsible members of their community and the wider society.
- Provide a framework in which sensitive discussions can take place.
- Help pupils to develop feelings of self respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- to teach pupils correct vocabulary to describe themselves and their bodies
- to help pupils to understand the importance of health and hygiene.
- to prepare older pupils for puberty.
- To link to our values and ethos:

*At Sutton Green Primary School we recognise the value and equal worth of each child as an individual and the importance of nurturing every aspect of the child's personality – intellectual, creative, emotional, physical and spiritual. Pupils are encouraged to seize learning opportunities and achieve their personal best. The school is committed to raising standards and providing high quality teaching. The school offers a broad and well-balanced curriculum. We value a strong partnership with parents and the wider community. Together we prepare our pupils for their futures.*

*'Learn Together, Succeed Together, Achieve Together' is our motto, and our school rules are READY RESPECTFUL SAFE.*

*Our aim is to enable all pupils to develop their full academic potential and their social, emotional and well-being in a caring and supportive environment. .*

*Encourage children to take responsibility for their learning, and roles within school life so that they take with them life-long skills*

## 2. Statutory requirements

The Health and Relationships aspects of PSHE are compulsory as from September 2020 (extended to summer term 2021 for schools delayed by COVID - 19 pandemic restrictions. under the

[Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

The exact requirements are listed in the DfE's Relationships Education, Relationships and Sex Education (England) Regulations 2019 and are part of the legislation made under sections 34 and 35 of the [Children and Social Work Act 2017](#),

We are not legally required to teach sex education but must teach relationships education.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were invited to read the policy and feedback to PSHE lead.
4. Pupil Voice- a group of pupils across the school were asked for their opinion on PSHE/RSE
5. Ratification – once amendments were made, the policy is shared with governors and ratified

### **4. Content and delivery**

#### **4.1 What we teach**

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). in Key Stage 1 and Key Stage 2.

EYFS cover many of the themes in accordance with their curriculum. The Early Years Foundation Stage Personal, Social and Emotional development.

For other aspects of PSHE, including Living in a Wider World, see the attached curriculum map for more details about what we teach in each Key Stage and year group. (PSHE Association)

#### **4.2 How we teach it**

PSHE is taught as a timetabled lesson each week.

Aspects of the PSHE curriculum are also covered in the 'No Outsiders' scheme. PSHE content is taught as part of the wider curriculum such as in PE, science, extra curricular activities, assemblies, whole-school events, charity theme days and local community links.

Teachers (or TA in teacher's absence) deliver the curriculum. On occasions we invite outside agencies to support and deliver some areas eg NSPCC, RNLI

We include all pupils in lessons, regardless of ability or special educational needs and/or disability

We believe that teachers should not let their personal beliefs and attitudes influence teaching if controversial topics or difficult questions from pupils arise. Where a teacher has a concern about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them they should inform the Senior Leadership team.

Key Stage 1 & 2 Teachers follow the medium term plans as set in the PSHE thematic Model for Years 1-6. (see Appendix 1) adding their own lesson ideas and notes to their planning document if applicable. At Sutton Green we also use the No Outsiders scheme alongside our PSHE lessons. Pupils learn about equality (The Equality Act 2010) through a story based project.

Lessons will allow pupils to participate in discussions, debates and presentations. They are made aware of how to raise concerns whether it is about themselves, a friend or peer. When needed the schools designated Safeguarding lead and Deputy Lead are included.

Parents are informed of their child's participation in PSHE lessons in the annual report and can access the yearly overview on the school website on the class page.

Parents are informed about any lessons that are part of the sex education and relationships lessons.

Parents are informed if there are areas of sensitivity eg an incident that has made the news that needs addressing, a lesson that may have content that an individual pupil has personal experience of.

Floor books are completed by each teaching team in Key Stage 1 and 2.. The books show the Learning objective and evidence of the lesson eg photos, discussion quotes, written or pictorial work by pupils.

## 5. Accessibility

PSHE including Relationship and Health Education are accessible to all pupils, in particular those with special educational needs and disabilities (SEND). Teaching is high quality, differentiated and personalised, paying attention to the SEND Code of Practice, in preparation for adulthood.

When teaching about equality content is integrated via the No Outsiders Project rather than as a standalone topic. Teaching is age appropriate.

### 6. Right to withdraw from lessons.

Parents cannot withdraw their child from mandatory relationships and health education but can request their child be excused from any sex education outside of that taught as part of the science curriculum. Any request should be discussed with the parent, PSHE Lead and the Headteacher, the process should be documented.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 7.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### 7.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Pupils should follow the school rules READY RESPECTFUL SAFE.

## 8. Assessment

DfE states in the statutory guidance for Relationships, Sex and Health education that “*schools should have the same high expectations of the quality of pupils’ work on these subjects as for other curriculum areas*”

Assessment in PSHE is not about grades or about passing or failing.

PSHE is assessed through:

- allowing pupils to reflect on their learning. They can judge whether they feel more confident, have a firmer sense of belief and opinion than they did prior to the particular lessons. Pupils should have time to reflect privately or through discussion.
- teachers being able to demonstrate progress and identify future learning needs.
- using baseline assessments eg Questioning, discussion, role play, mind map

We will refer to the PSHE Association ‘*A guide to Assessment in Primary PSHE Education*’ for further advice and guidance on assessment. Teacher Assessment is added to the school Assessment Tracker each term.

## **9. Monitoring arrangements**

The delivery of PSHE is monitored by the PSHE Lead through:

- Planning scrutinies, learning walks, monitoring of floor books and Pupil and Parent voice.

This policy will be reviewed by the Head Teacher and Subject lead annually.

At every review, the policy will be approved by the governing board

## **10. Links with other policies**

This policy links to the following policies and procedures:

Up to date guidance, planning and resources through membership of The PSHE Association. (renewed Sept 2023)

Behaviour Policy

Equality and Diversity Policy

Safeguarding Policy

SEND Policy

Appendix: PSHE Thematic Approach- Overview of scheme of work for Y1-Y6

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL									
Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media