Seven Sisters Primary School, Nursery & Nurture

Personal, Social, Health & Economics Education (PSHE)Policy including our Relationships & Health Education (RHE) Policy

Last Reviewed	2nd May 2024
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Signed by Chair of Governors	

Introduction
Seven Sisters Primary School staff and Governors believe that 'Personal, Social, Health and Economics Education' (PSHE) and 'Relationships and Health Education' (RHE) are important to every child and it is their entitlement to receive a relevant and well-rounded education. We aim to teach PSHE & RHE in a way that is consistent with scientific truths, fundamental British values and sound pedagogy. Every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

Introduction to PSHE
We aim to take a whole school approach to Personal, Social, Health and Economic Education through assemblies, events such as anti-bullying week, and inviting special speakers in from our local community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. There may also be occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class and we encourage this where possible.

Introduction to RHE
We will ensure pupils have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Relationships and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy friendships and relationships with others. It is important that we support young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

The relationships part will cover five main topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our new curriculum promotes equal, safe and enjoyable relationships and is taught in a way which fosters both gender, and LBQT equality, which is line with the Equalities Act 2010.
With this in mind the school have adopted an RHE scheme from Discovery education.

We believe that the teaching of RHE should be shared with parents & carers and be mutually supportive and complementary. It seeks to promote an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

This policy has been developed to ensure that staff, governors, parents and carers are clear about the statutory requirements regarding RHE and that pupils receive their full educational entitlement.

Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. It is our intention that all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with

differentiated provision if required. To find out more about our new RHE curriculum, you can visit the Discovery Education website here:
https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/curriculum/introducing-the-new-RSE-curriculum-in-schools

Our Moral & Values Framework
We will ensure that the content of the teaching of RHE reflects the school's ethos and values. In RHE, as in all areas of the curriculum, we aim to:

- help pupils develop sensitivity and respect for themselves and others
- provide a friendly and caring environment in which children are able to ask questions and further their understanding
- support pupils in taking responsibility for their actions and the consequences of their actions
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution

Aims & objectives
Taking account of the age, maturity and needs of the pupils, RHE aims to:

- be a partnership between home and school
- be relevant to pupils at each stage in their development and maturity
- include the acquisition of knowledge, the development of life skills and respectful attitudes and values
- be both medically and factually correct and use correct terminology
- be inclusive of difference
- promote equality in relationships
- provide the knowledge and information to which all pupils are entitled
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- provide the confidence to be participating members of society and to value themselves and others
- prepare pupils for puberty and adulthood
- encourage pupils to take responsibility for their own actions
- give pupils an understanding of the human lifecycle
- give pupils an understanding of the importance of health and hygiene
- help pupils to develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media
- help pupils to respect and care for their bodies
- answer pupils' questions honestly and sensitively – referring the children to parents or carers where appropriate

Teaching & learning including the delivery of our curriculum
We teach RHE with the beliefs that:

- it should be taught in the context of loving relationships and family life
- it is part of a wider personal, social, spiritual and moral education process
- children should be taught to have respect for their own bodies
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control.

RHE is taught as a separate subject in Years 1-6. We also teach different aspects of the RHE curriculum through other subjects. Some parts are taught in Science and PE and others are taught as part of Personal, Social, Health and Economic (PSHE) Education.

Our scheme of work is from Discovery Education.
There are six broad topics:

- Healthy and happy friendships
- Similarities and differences
- Caring and responsibility
- Families and committed relationships
- Healthy bodies, healthy minds
- Coping with change

For a description of each topic, see **Appendix A** . Topics are designed to be delivered across a six-week block of lessons or half a term. Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Content will sometimes overlap or be repeated across topics; this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.

Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Themes of personal safety and mental health and wellbeing are developed in an age-appropriate way and apply across topics. For a further breakdown of lesson objectives in Years 1-6, see **Appendix B**.

Role of Lead Member Staff
The lead member of staff will receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate RHE training
- ensure that all staff are given regular and ongoing training on issues relating to RHE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE and RHE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or not fully equipped to deal with the delivery of PSHE and RHE to pupils
- ensure that PSHE and RHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and continues to meet their needs
- ensure that the knowledge and information regarding PSHE and RHE to which all pupils are entitled is provided in a comprehensive way
- support the involvement of parents and carers in the development of the PSHE and RHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE and RHE in school
- communicate freely with staff, parents and carers and the governing body to ensure that everyone understands the school policy and curriculum for PSHE and RHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate

- share the school's provision for PSHE and RHE with parents and carers in order to ensure they can support this at home
- communicate to parents and carers any additional support that is available from the school to support them with PSHE and RHE at home

Role of Governors

The governing body, as a whole, plays an active role in monitoring, developing and reviewing the policy and its implementation in school. When aspects of PSHE and RHE appear in the School Development Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate. As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Role of Pupils

All pupils

- are expected to attend the statutory National Curriculum Science elements of the RHE curriculum and the statutory Relationships Education and Health Education curriculum
- should support one another with issues that arise through PSHE and RHE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE and RHE or otherwise
- will be asked for feedback on the school's PSHE and RHE provision annually and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for PSHE and RHE and taken into consideration when the curriculum is prepared for the following year's pupils.

The role of parents and carers

We are well aware that the primary role in children's PSHE and RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we;

- inform parents and carers about the PSHE and RHE policy and practice
- answer any questions that parents or carers may have about the PSHE and RHE education of their child
- take seriously any issue that parents or carers raise with staff or governors about this policy or the arrangements for PSHE and RHE in the school
- inform parents about the best practice known with regard to PSHE and RHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from hearing consistent messages about Relationships and Health Education and their increasing responsibilities.

The vast majority of RHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught in Year 6 outside of the national curriculum for science. If a parent wishes their child to be withdrawn from these lessons, they should discuss this with the Head Teacher. Once a decision has been made, parents and carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.
We will inform parents when sensitive topics are coming up and they will be given the opportunity to discuss their views each year.

Parents and carers should be aware that schools are legally required to provide a broad and balanced curriculum. RHE topics can arise incidentally in other subjects and it is not possible to withdraw children from these relatively limited and often unplanned discussions.

Confidentiality
Teachers conduct PSHE and RHE lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Child Protection & Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. The teacher will inform our Designated Safeguarding Lead who will follow the school's normal procedure.

Measuring Progress and impact
Every lesson plan contains learning objectives and outcomes against which pupils' progress in learning and skills development can be measured. The activities within the lesson plan are designed to meet the learning objectives, and give teachers an opportunity to evidence progress and achievement of the learning outcomes. Each lesson plan also contains an assessment section highlighting which activities in particular teachers (and pupils) can use to demonstrate and evidence that learning outcomes have been met.

Measuring and evidencing progress is important for the following reasons:
For pupils: it provides a chance to reflect on learning, increases motivation and raises awareness of their own personal development, knowledge and skills.

For teachers: it gives an understanding of what pupils know or don't know already, and where they need to be, enabling them to feel confident that learning and understanding has taken place, that progress has been made, and in identifying and planning for future learning needs.

For schools: it provides evidence of ways in which they are meeting the statutory guidelines for Relationships and Health education, and for requirements for whole-school outcomes such as safeguarding, British Values, and preparation for the opportunities, responsibilities and experiences of later life. It can also be used to provide evidence for Ofsted judgements on personal wellbeing and for 'deep dives' into Relationships and Health education and/or PSHE. Without evidence, a school can only describe provision, not demonstrate impact.

Appendix A

Healthy and Happy Friendships:
This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Similarities and Differences:
This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities as well as to develop self-respect.

Caring and Responsibility:
This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Families and Committed Relationships:
This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Healthy Bodies, Healthy Minds:
This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

Coping with Change:
This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Appendix B

Rationale: Principles and Practice
Learning about mental health and wellbeing through PSHE lessons will enable our children to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment through developing resilience
- understand basic economics
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle and make a successful transition to the next stage of education
- establish a pattern of health and wellbeing which can be sustained into adult life, and which will help to promote the health and wellbeing of the next generation.

Aims
In order to achieve our vision we aim to provide a PSHE curriculum that supports health and wellbeing with a common goal; to ensure children become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

All members of the school community have a right to be given opportunities to:

- develop their self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand what constitutes a healthy lifestyle, what they eat, how active they are and the choices they make about their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and, where necessary, involve others
- learn about where to find help and resources to inform choices
- be aspirational in reflecting on their strengths and skills to help pupils make informed choices when planning their next steps
- to be independent and responsible members of the school community
- learn key skills for living in the wider world, developing an understanding of where money comes from and how it effects their lives
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues

Planning
From Year 1-6 each teacher will follow the long-term school plan for teaching the PSHE programme for health and wellbeing. They will design their own lessons to meet the learning aims. They will consider:

- challenge and enjoyment
- breadth, progression and depth
- style of lesson

The learning aims are organised into 11 main themes, two per half term plus a week spent on anti-bullying. The focus for Summer 2 is healthy lifestyles in the wider sense.

- Growth mind set and Mindfulness
- Feelings & Empathy
- Kindness & Social skills
- Resilience & Personal responsibility & choices
- Managing change & Living in the wider world
- Healthy lifestyles

Learning and Teaching
In teaching and promoting health and wellbeing, staff will adopt a variety of different teaching strategies in a supportive and encouraging climate. This might be through:

- Circle time
- P4C lesson
- Group or partner tasks
- Scenario and problem solving
- Teacher led discussion
- Question and answer sessions
- The use of other adults/experts to talk to the children
- Creating a classroom environment that promotes the school values and learning behaviour that adheres to the PSHE policy

Assessment, Recording and Reporting
Each class will be given a class book to record each lesson in.

The class teacher will informally assess how each child meets the learning intention at the end of the three lessons.

If the teacher is concerned that a child does not seem to understand what is being taught they may wish to complete the referral sheet identifying the particular concern. The referral sheet (see Appendix C) will be handed to the **Inclusion manager** who will decide (with the team) if the child needs to have some additional input. The class teacher and child will be notified if this happens.