



## **Personal, Social, Health, Relationships and Economic education (PSHRE)**

*Written: 24.3.21/To be ratified by Governors June 2021/Jan 2022, March 2023, March 2024*

*Review Date: March 2025*

### **Aims:**

The foundation of our Relationships and Health Education programme is to develop pupils' knowledge, skills and attitudes so that they make informed decisions about their wellbeing, health and relationships as they move from childhood to adolescence and into their adult lives. All statutory elements of the updated RHE curriculum 2020 have been included in our PSHRE curriculum.

The PSHRE curriculum takes into account the views of teachers, pupils and parents. We have developed a programme that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils have been considered, so that the topics that are covered are taught appropriately. We have ensured that our PSHRE curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The aims and objectives of our PSHRE curriculum is to:

- understand what a relationship is and know how to promote positive relationships with other people, respecting the rights and feelings of others: providing children with the tools to develop loving, caring relationships and friendships now and in future life, including when spending time online;
- create an ethos of positive relationships between all members of the school community;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- provide knowledge of how to look after the human body, understanding the importance of healthy eating, mental wellbeing and physical health and fitness whilst knowing the facts and risks associated with drugs, alcohol and tobacco;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- present the facts about lifestyle choices in order for all pupils to then make informed judgements and be prepared for the demands of life in the 21<sup>st</sup> century;
- work closely with parents, carers and governors, developing a partnership approach, in the dissemination of information on Relationship and Health Education;
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experiences.

## **Statutory Requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the biological elements contained in the National Curriculum for Science.

## **Delivery of RHE within PSHRE**

In the Early Years Foundation Stage, pupils are taught elements of Relationship and Health Education relevant to their age and maturity from the Early Years Development Matters Curriculum. At Key Stages 1 and 2, Relationships and Health Education is delivered through our Personal, Social, Health, Relationships and Economic (PSHRE) and Science curriculum programmes. We take a thematic approach to the teaching of PSHRE covering the themes of Relationships, Living in the Wider World and Health and Wellbeing. All year groups work on similar themes at the same time, building a spiral progression where concepts are revisited year on year.

The following topics are taught throughout KS1 and 2.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Puberty (Year 5)

Discussion is at the heart of our teaching of PSHRE as we want all children to develop the knowledge, skills and attitudes they need to make informed decisions about their wellbeing, health and relationships as they move from childhood to adolescence and onto their adult lives. In lessons, children are given time to explore, think and question. They are encouraged to listen to others and to respect other people whether they agree with their views or not.

## **Roles and Responsibilities**

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHRE leader is responsible for:

- Overseeing the delivery of this subject.
- Ensuring that lessons taught are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to RHE as part of the PSHRE curriculum.
- Ensuring the PSHRE curriculum is inclusive and accessible for all pupils.
- Monitoring and evaluating the effectiveness of this subject and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality PSHRE curriculum.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to all aspects of PSHRE.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHRE lead to evaluate the quality of provision.

### **Consultation with parents**

Parents are provided with the following information:

- The content of the PSHRE curriculum
- The delivery of the PSHRE curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Parents are invited into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the PSHRE curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

We understand the important role parents play in enhancing their children's understanding of PSHRE. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of PSHRE.

Parents do not have the right to withdraw children from PSHRE as all non-statutory elements have been omitted.

### **Training**

Staff are trained on the delivery of PSHRE as part of their continuing professional development.

### **Monitoring and Evaluation**

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self-review by the SLT and PSHRE lead.