



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



**PSHE (Personal, Social, Health and Economic Education), RE (Relationships Education)
and RSE (Relationships and Sex Education) Policy Guidance**

Reviewed and amended: November 2024 by T. Carr

Ratified by the governing body on: December 2024

Next Review: September 2025

Signed: J. Bowmaker (HT)

T. Watson (COG)

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy

RRSA Links

Article 12, you have the right to give your opinion, and for adults to listen and take it seriously.

Article 19, the right to be protected from being hurt and mistreated, in body and mind.

Article 24, you have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

What is PSHE/RE/RSE Education?

PSHE (Personal, Social, Health and Economic Education)

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

At Shotton Hall Primary School, we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We use the PSHE Association's definition of personal, social, health and economic education. This states that it is a school curriculum subject that helps children and young people stay healthy, safe, and prepared for life – and work – in modern Britain. PSHE education also helps pupils to achieve their academic potential.

RE (Relationships Education)

RE is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

RSE (Relationships and Sex Education)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. There should be a clear progression of what is taught from RE in primary school through to RSE in secondary school.

Our PSHE/RE/RSE/ Curriculum

In line with Government Guidance 2021 at SHPS we aim to allow teachers the flexibility to deliver high quality PSHE, RE and RSE. This can encompass many areas of study. Teachers in our school are best placed to understand the needs of our pupils and so we aim to tailor our programme to reflect the needs of our pupils in order to equip them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our curriculum aims to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship education (RE) and the importance of physical activity and diet for a healthy lifestyle.

Our curriculum reflects the recent developments in PSHE, RE and RSE and the Science National Curriculum. It continues to develop our pupils' knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children. It also seeks to make links across the curriculum in areas such as PE (healthy lifestyles) Computing (keeping safe online) and our Cultural Capital Passports as well as in a broader sense through our school assembly themes and delivery of inclusive texts.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

PSHE, RE and RSE Subject Content

At SHPS we use the PSHE Association Programme to help us to build a bespoke school curriculum which is most effective for the personal, social, health and economic education of our pupils. It is a sequenced, spiral programme that builds on prior learning as pupils progress through the school. It is given regular curriculum time each week. The PSHE Association provides teachers with example frameworks to support their planning. This includes:

- a long term plan for the year across all year groups
- grids for each year group with suggested learning objectives for each half-term
- links to lesson plans that support each module

New quality assured resources are published regularly and can be accessed by teachers to ensure they are able to plan using the most up to date information.

Our programme is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions.

The three core themes from the Programme of Study are fully covered. Colour-coding highlights if the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World (although some half term blocks will draw on more than one core theme). Teaching builds

throughout the primary phase according to the age and needs of the pupils, with suggested developmentally appropriate learning objectives responding to each key question.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Delivery of PSHE, RE and RSE Education

PSHE, RE and RSE is taught by teachers engaging with the planning tool allowing them to tailor their curriculum to the needs of their pupils. Teachers are required to ensure that in the planning of their curriculum they cover all of the statutory requirements for their phase and all of the Programme of Study learning opportunities for their phase as well.

Monitoring and Review

The governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Staff

Staff are responsible for:

- Delivering PHSE/ RE and RSE in a sensitive way
- Modelling positive attitudes to PHSE/ RE and RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PSHE/RE and RSE. Staff who have concerns about teaching RSE which go beyond the scope of this policy, from the non-statutory components of RSE, are encouraged to discuss this with the head teacher. Class teachers are responsible for teaching PSHE/ RE and RSE at Shotton Hall Primary School.

Confidentiality

Teachers conduct PSHE/RE and RSE lessons in a sensitive manner and in confidence. However, if a child makes a 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. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the safeguarding policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals.

Children

Children are expected to engage fully in PHSE, RE and RSE when discussing issues related to these, treat others with respect and sensitivity.

Parents

Here at Shotton Hall Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. Schools should consult parents before the final year of primary school about the detailed content of what will be taught.

This process should include offering parents support in talking to their children about sex education and how the link this with what is being taught in school. A maintained primary school should consult with parents on aspects of sex education which go beyond the national curriculum for science.

- Inform parents about the school's PSHE, RE and RSE policy and practice
- Answer any questions that parents may have about PSHE, RE, RSE and HE education of their child
- Take seriously any issue that parents raise with teachers or governors about this PSHE, RE and RSE policy or the arrangements education in the school.

Pupils' right to be excused from SRE

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

We are of course happy to discuss the content of the curriculum and invite you to contact

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