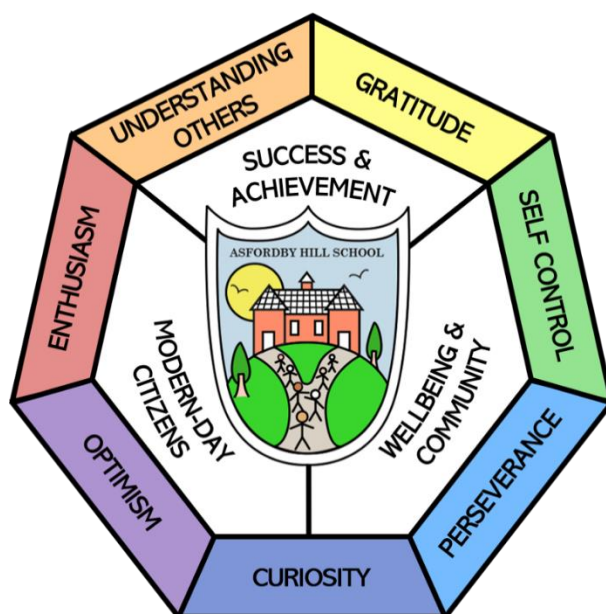


The Asfordby Hill School

PSHE/RSHE Policy



Individual Value; Valuing Individuals

<i>Our Vision & Aims:</i>		
<p><u>Success & Achievement</u></p> <ol style="list-style-type: none"> All children have their personal success celebrated. All children achieve highly, regardless of background. All children are resilient, respectful and confident learners. 	<p><u>Modern-Day Citizens</u></p> <ol style="list-style-type: none"> All children leave with deep, flexible knowledge. All children leave literate, including digital literacy. All children experience a rich, broad and balanced curriculum built on foundational British values. 	<p><u>Wellbeing & Community</u></p> <ol style="list-style-type: none"> All children are happy and safe at school. All children equipped to take charge of their own wellbeing. All children experience an excellent personal development program.

This Policy Links With:	
Teaching and learning Policy Assessment Policy Safeguarding SEN Policy Health and Safety Policy Anti-bullying Mental Health	
Recommended or Statutory	
Date Reviewed:	November 2024
Date of Next Review:	November 2027
Committee Responsible for Review:	QEHS
Date of agreement by Governors:	

“I want them to grow up knowing diversity is beautiful.”

Asfordby Hill Parent

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

Part 1: Relationships, Sex and Health Education

Part 2: Personal, Social, Health and Citizenship Education

Rational

To give the pupils the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum, using the Kapow scheme of work, covers key areas which will support the children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters. It will support pupils with their personal development, actively promote the fundamental British values and support the children in becoming active members of society. Everyone faces difficult situations in their lives. PSHE and RSE can support young people to develop strategies and resilience, to know how and when to ask for help, and to know where to access support.

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Governor Voice

During a curriculum governor meeting, our governors were given the opportunity to review and reflect upon current practice and the development of the subject. New national requirements and expectations were shared as well as our developing subject intent and implementation.

“(Kapow) has so many uses as children get older with mental health and body image which affects behaviour and relationships”

“I am delighted to see each (teaching element) is given equal importance and that you ensure all are covered”

“I especially like the in the moment lessons – responding to individual needs”

“Kapow is very inclusive”

“I do like the fact that teachers can respond quickly to any PSHE concerns as they occur”

“I think all the elements are important, especially with regard to safeguarding”

Parent voice

The following comments have been selected from responses to our in-depth PSHE parent questionnaire (2024-2025). Responses have been collated to represent the breadth and collective voice of our parents. The main aim of the questionnaire was to use the results to help develop our policy and better understand our wider community.

“It’s important for the children to have a good foundation of knowledge that will serve them through school and beyond.”

“It’s important that these aspects (*the curriculum content*) are introduced and discussed in school as well as at home. The more it’s talked about the more comfortable it is for children and parents.”

“All (*taught*) topics need understanding, to prepare kids, for topics they’ll have to encounter, in future adult life.”

“This community isn’t as diverse as others that I have lived in, so I’d like to see education about all kinds of families.”

“All of the elements selected are key to ensuring a well-rounded child with good knowledge to move forward to the next stage of their education and life.”

“I think children need to be shown that although in the modern tech world of Tik Tok and YouTube creators- in reality, this is unlikely to be a career path. A strong work ethic and persistence will create a great career and life for anyone that wants to put the work in. Be that in further education, apprenticeships, university and adult learning. Maybe talks or case studies on people with differing experiences of growing into the teenage years and working life.”

“I trust the school will provide an excellent PSHE/RSE curriculum”

Pupil voice

We investigated what exactly pupils want from their PHSCE/RSE education. Allowing them to share feedback and actively participate in shaping their learning experience.

<p>KS1:</p> <p><i>What do you like about PSHE?</i></p> <p>“It teaches us new things”</p> <p>“Chatting”</p> <p><i>Is there anything you would like to learn about in PSHE lessons?</i></p> <p>“People’s feelings”</p>	<p>KS2:</p> <p><i>Why are RSE AND PSHE lessons important?</i></p> <p>“Because it helps you with life skills”</p> <p>“To know how to care about people”</p> <p>“To keep you safe”</p> <p><i>Is there anything you want to learn more about?</i></p> <p>“Learning about charities”</p>
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<p>“technology” “The environment”</p> <p><i>How much do you enjoy PSHE lessons?</i> “It’s one of my favourite subjects” “It’s ok”</p> <p><i>Is there anything you don’t like about PSHE lessons?</i> “No” “Nothing” “Chatting”</p>	<p>“Equal rights and respecting everyone” “Details of government” “Interviews”</p> <p><i>What would you change about RSE and PSHE?</i> “More activities” “More ways to actively listen” “More of being kind”</p> <p><i>What do you like about RSE & PSHE lessons?</i> “You learn life skills” “Talking to partners” “Learning things I never knew” “Learning about different stuff and having fun”</p>
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Part 1: Relationships, Sex and Health Education

Introduction

This is the policy of Asfordby Hill Primary School on the approach taken to teach Relationships, Sex and Health Education (RSHE), approved by the of board of governors on 19.5.25 following a consultation with parents and carers 20.12.2024. We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and nonexploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers, and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off-line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.
- Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:
 - How relationships education is delivered

- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

- This RSHE policy also supports legal requirements relating to the following:
- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2020.

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Relationships Education makes a major contribution to fulfilling our school's vision.

Intent

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving the aims of our Relationships Education programme of study. These aims are to:

- develop interpersonal and communication skills.
- Ensure the teaching is accurate and age-appropriate
- ensure the programme is inclusive and accessible for all children.
- develop positive, personal values, a moral framework and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010, that will guide their decisions and behaviour.
- respect themselves and others, their views, backgrounds, cultures and experiences.
- develop respectful, caring relationships based on mutuality, reciprocity and trust.
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off-line.
- develop their understanding of a variety of families and how families are central to the wellbeing of children.
- recognise and avoid coercive and exploitative relationships.
- explore relationships in ways appropriate to their age and stage of development.
- value, care for and respect their bodies.
- prepare the children for their next stage of education and adulthood.
- build confidence in accessing additional advice and support for themselves and others.

Roles and responsibilities

An effective programme of RSHE (Relationship, Sex Health Education) requires support from the whole school community and the following people have specific roles and responsibilities:

Board of Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation and strategic oversight, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. *The policy will be available on the school's website.*

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Head Teachers

This policy has been developed with Head teachers involvement, so that the Head teachers are able to fulfil their statutory duties.

It is the role of the Head Teacher to ensure that:

- overseeing the development and delivery of RSHE.
- providing staff with the opportunity to contribute to the development of RSHE.
- providing information to the governors.
- providing training for the subject leader and staff, as required.
- supporting the subject leader to liaise with parents and carers.
- dealing with parents and carers who wish to withdraw a child from sex education.

Subject Leader

It is the role of the Subject leader to ensure that:

- leading the development and delivery of effective RSHE.
- keeping up to date with the development of RSHE.
- supporting colleagues as required.
- monitoring and evaluating RSHE and providing necessary reports.
- liaising with parents and carers.
- keeping subject information up to date, including on the school website.
- overseeing external visitors and resources used in RSHE.

Staff

- to understand and implement the policy of RSHE.
- to teach RSHE in line with the agreed curriculum.
- to assess and monitor the progress of children.
- to respond to the needs of individual children.

Curriculum organisation

Asfordby Hill Primary School adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.
- Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationship and sex education and Health Education (2021), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice approach that is for RSHE to be covered as part of a wider programme of PSHEducation. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We follow a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.
- RSHE lessons are covered in the wider programme of PSHE and lessons are delivered weekly or fortnightly.
- Lessons are of sufficient length to allow children to explore topics and reflect on their learning:
 - For KS1 lessons should be 40-45 minutes long.
 - For KS2 lessons should be 50-60 minutes long.
- Focus days, visits and visitors cannot replace a taught lesson but are a positive way to enhance the programme. Especially our assembly programme, Warning Zone visits, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.
- Lessons will be taught by confident and skilled members of staff.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	Introduction lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson
Year 2	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson
Year 4	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body	Citizenship	Citizenship Economic wellbeing Transition lesson
Year 5	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson: Roles and responsibilities
Year 6	Introductory lesson Family and relationships	Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Identity Transition lesson: Dealing with change

Resources

Teachers will select any additional resources carefully and the subject leader will oversee the selection.

Additional resources will be:

- Up to date.
- Relevant to children
- Consistent with the aims and values of the school.

The school chooses resources based on the following criteria:

- they are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious viewpoint
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- the resource encourages active and participative learning
- conform to the statutory requirements for Relationships Education.

Visitors, External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE/RSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. When visitors are used to support the PSHCE programme, they will be informed on where the visit fits into the long-term plan and the school's policy on Use of Visitors will be shared and implemented by the school.

The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements. A member of staff will be present in sessions delivered by visitors and the school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- Money Sense workshops
- Links with the church, who often lead assemblies
- Melton in Bloom
- Charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- Sensory garden. Providing school grown fruits and vegetables for the community
- Links with local services such as rail safety and the local community officer
- Sporting events and competitions
- Local choir events
- Dance troupe events and competitions
- Dogs trust education

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. Through

PSHE and RSE we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

To ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Citizenship
- Family and Relationships
- Economic wellbeing
- Identity (Year 6)

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer **does** have the right to withdraw their child from sex education unless what is being taught is part of the Science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- Year 6: Safety and the changing body, lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

- A shared lesson between year 5 and 6 led by Year 5 and 6 teachers. Content to include: puberty, periods, wet dreams. These sessions are discussion based and have an open, anonymous question forum aspect.

The following process must be followed if a parent or carer wishes to withdraw their child from the above sex education:

- A letter or seesaw message will be sent out to participating classes when the above will be taught.
- Parents or carers that wish to withdraw from the above lessons will need to message back on seesaw or write a letter informing the school of your choice.
- Parents should message back the teacher or provider of lesson who sent the message and this information will be passed on to the subject leader and headteacher.
- If more information is needed on lesson content and how it will be taught, the class teacher will be available to meet with parents or carers.
- The decision on the withdrawal request will be recorded on file and kept for transition meetings with secondary schools.
- If a child is not attending the sex education lessons, they will visit another classroom to complete alternative provision.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately. We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and relationships', 'health and wellbeing' and 'citizenship' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support available

We will inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teacher
- Other staff members

External:

- Local agencies
- National agencies such as ChildLine

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Monitoring and evaluating will take place in the form of:

- Lesson observations
- Learning walks
- Evidence of learning
- Feedback from staff
- Feedback from parents/carers
- Feedback from children

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years.

Part 2: Personal, Social, Health and Citizenship Education

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Introduction

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of Asfordby Hill School and its community. It is consistent with current legislative frameworks and non-statutory guidance. Our approach to the teaching of PSHCE supports our duties relating to 'Keeping Children Safe in Education', 'Equality Act 2010', SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by Ofsted in relation to 'Behaviour and Attitudes' and 'Personal Development'. The Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/contents> places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties. The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)

- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording, monitoring and celebrating outcomes.

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

Legal context

Following a change in the law, the Department for Education published Statutory Guidance for [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a Personal, Social, Health and Citizen education policy.

Definition

We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum provided by Kapow. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

Intent

School aims and values

This PSHCE policy is set within the wider context of the school's aims and values, which include the following:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.
- We prepare our pupils to engage with the challenges of adult life confidently.
- We provide sufficient information and support to enable our pupils to make safer choices.

- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life within a Christian framework.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

Aims of our PSHCE Policy

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE
- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHCE
- ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHCE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- ensure continuing development as a healthy school
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE
- support the PSHCE coordinator in monitoring, reviewing and developing practice.

Related Policies

This policy is linked to and is delivered in the context of the following policies: Behaviour, Safeguarding, Anti-bullying, SEN/Inclusion, Equality and Diversity, Health and Safety, Safer Working Practice, Use of Visits/Visitors, Teaching and Learning, Assessment and Feedback, Bereavement, ICT/Computing (including E-safety & Acceptable Use policy), Science.

Roles and responsibilities

An effective programme of PSHCE (Personal, Social, Health and Citizen education) requires support from the whole school community and the following people have specific roles and responsibilities:

Board of Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation and strategic oversight, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the PSHCE Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website.

It is the role of governors to ensure that:

- pupils make progress in PSHCE in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Head Teacher

This policy has been developed with Head teacher involvement, so that the Head teacher is able to fulfil their statutory duties.

It is the role of the Head Teacher to ensure that:

- overseeing the development and delivery of PSHCE.
- providing staff with the opportunity to contribute to the development of PSHCE.
- providing information to the governors.
- providing training for the subject leader and staff, as required.
- supporting the subject leader to liaise with parents and carers.
- dealing with parents and carers who wish to withdraw a child from sex education.

Subject Leader

It is the role of the Subject leader to ensure that:

- leading the development and delivery of effective PSHCE.
- keeping up to date with the development of PSHCE.
- supporting colleagues as required.
- monitoring and evaluating PSHCE and providing necessary reports.
- liaising with parents and carers.
- keeping subject information up to date, including on the school website.
- overseeing external visitors and resources used in PSHCE.

Staff

- to understand and implement the policy of PSHCE.
- to teach PSHCE in line with the agreed curriculum.
- to assess and monitor the progress of children.
- to respond to the needs of individual children.

Curriculum organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE provided by Kapow
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, Safer Internet Day,
- visitors
- residential and day visits, e.g. visit to the Warning Zone,
- assemblies on our school's values
- small group interventions, e.g. social skills groups, ELSA

We recognise that PSHCE is best taught by adults who know our children well.

Teaching and learning

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. The focus is on interactive learning, and approaches include: Kapow lesson plans, circle time, whole class discussion, social skills games and activities, working in pairs/groups, thought showering, drama and role play, use of puppets, social stories, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHCE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as RSE can be found in the specific policies for those areas.

Curriculum content

We use Kapow’s scheme of work to deliver our PSHCE curriculum and the resources recommended within it when planning and delivering PSHCE.

We will avoid a ‘resource-led’ approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them.

When PSHCE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children’s books, both fiction and non-fiction, extensively within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

Long term planning

The school has chosen to use the Kapow Primary scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	Introduction lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson
Year 2	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson
Year 4	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body	Citizenship	Citizenship Economic wellbeing Transition lesson
Year 5	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson: Roles and responsibilities
Year 6	Introductory lesson Family and relationships	Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Identity Transition lesson: Dealing with change

Additional resources will be:

- Up to date
- Relevant to children
- Consistent with the aims and values of the school

Visitors, External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHCE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. When visitors are used to support the PSHCE programme, they will be informed on where the visit fits into the long-term plan and the school's policy on Use of Visitors will be shared and implemented by the school.

The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements. A member of staff will be present in sessions delivered by visitors and the school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHCE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHCE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- Links with the church, who often lead assemblies
- Melton in Bloom
- Charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- Sensory garden. Providing school grown fruits and vegetables for the community
- Links with local services

- Sporting events and competitions
- Local choir events
- Dance troupe events and competition

Equality

We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

Safeguarding

The delivery of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

The correct use of names for body parts will be used by staff including the correct names for genitalia when appropriate. This relates strongly to the taught science syllabus in year 1. Where children need to be able to name body parts. At the same time children are taught the parts of their body that are appropriate to keep private. This is to keep children safe. Children should be able to communicate if they are hurting. There should be as little ambiguity and misinterpretation as possible when it comes to medical and safeguarding concerns.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Support

We will inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teacher
- Other staff members

External:

- Local agencies
- National agencies such as ChildLine

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating PSHCE in line with other subjects.

Monitoring and evaluating will take place in the form of:

- Lesson observations
- Learning walks
- Evidence of learning
- Feedback from staff
- Feedback from parents/carers
- Feedback from children

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This PSHCE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years.