

PSHE & RSE Policy

Pearl Hyde Primary School



Approved by:

Claire Denton

Date: November 2023

Last reviewed on:

November 2023

Next review due by:

September 2024

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school:

Education that does not mould character is absolutely worthless - Mahatma Gandhi.’

At Pearl Hyde, PSHE is an essential part of our broad and balanced curriculum; it is a subject that is woven through everything that we do in school.

Through our PSHE curriculum, children will acquire the knowledge, understanding and skills they need to keep themselves healthy and safe and to prepare them for life in a diverse society now and in the future. As part of our whole school approach, our PSHE curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Underpinned by our school values, our PSHE curriculum supports children to live the ‘Pearl Hyde Way’ – providing the children with opportunities to develop perseverance, excellence, acceptance, respect and leadership. Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

In addition, our PSHE curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. It also covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools ‘should make provision for personal, social, health and economic education (PSHE).’ Our curriculum also endeavours to promote the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Finally, our PSHE curriculum ensures that children are taught about safeguarding, including online safety. Our broad and balanced curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- › We must teach health education under the same statutory guidance

As a primary academy, we must also provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don’t have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we’re required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

At Pearl Hyde we follow a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, Social and Emotional Development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing Self

Key stage 1 and 2:

- Families and relationships
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
- Health and wellbeing
Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.
- Safety and the changing body
Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,
- Citizenship
Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
- Economic wellbeing
Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

For further detail of what is taught in each Key Stage in PSHE, including health education, see the attached curriculum road map (Appendix 1).

3.2 How we teach it

Reception

In Reception, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral part of teaching and learning. Planning for these areas reflect the interests of the children and the unique needs of the school but is supplemented by the Kapow PSHE Schemes of Learning. Children take part in circle time and discuss topics and themes that are at their level. PSED is a fundamental building block in a child's development and underpins the whole of the Reception curriculum.

Years 1 - 6

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. Our curriculum content has been organised into a two-year cycle, due to mixed-age teaching at Pearl Hyde. All lessons can be adapted to stretch the most able learners and give additional support to those who need it. In some areas, though, we feel that it is important that pupils have the opportunity to develop their understanding each year, rather than once in a two-year period, so these lessons have clear guidance, activities, differentiation and assessment information for each year group. In these instances, teachers teach the same lesson each year, but pupils will have a different experience in the lesson depending on whether they are the younger or older cohort. This means that even with a two-year cycle, we know that our pupils are progressing year-on-year as they develop in emotional maturity.

The structured curriculum provides the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

Each lesson is based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. There are 2 lessons within this unit where parents have the opportunity to withdraw their children from all/part of the lessons: Safety and the changing body: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages across all year groups, including how and where to access help and support if needed.

Pearl Hyde seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help sustain a safe environment where children can openly share their thoughts, opinions and ideas, and explore sensitive topics safely.

PSHE lessons will have a specific place on the timetable and each unit will be delivered over half a term, however some flexibility may be needed in certain academic years. In addition to these discreet lessons, the PSHE curriculum will be supplemented and enhanced by visiting speakers (such as dentists and experts from dog charities) and workshops (for example, the 'Star' programme run by West Mercia police, pedestrian training and NSPCC assemblies and workshops). Dedicated events such Children's Mental Health week, Road Safety Day, E-safety Day, Cyber-bullying week and British Values Week will serve to reinforce learning and raise awareness of specific issues. The role of parents and carers is also recognised within our curriculum, and there are increased opportunities for us, as a school, to include them in their children's learning.

4. Roles and responsibilities

4.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Melissa Wyatt, Chair of Governors.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE & RSE is taught consistently across the school and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 5).

4.3 Staff

Staff are responsible for:

- › Delivering PSHE & RSE in a sensitive way
- › Modelling positive attitudes to PSHE & RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE & RSE, treat others with respect and sensitivity.

5. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE – 2 lessons for Year 6 Pupils only.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. A meeting will then be arranged with PSHE & RSE Lead, Kelly Briggs and Headteacher, Claire Denton.

Alternative school work will be given to pupils who are withdrawn from sex education.

6. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

7. Monitoring arrangements

The delivery of PSHE is monitored by Kelly Briggs, Assistant Head & PSHE Lead through:

Monitoring of the PSHE curriculum will be carried out using the following methods:

- Learning walks
- Evidence in books
- Staff questionnaires
- Pupil discussions and questionnaires
- Meetings with the head and safeguarding team
- Discussions with PSHE working party (comprised of teachers, parents and PSHE link governor)
- Annual meeting with the link governor

This policy will be reviewed by Kelly Briggs [every 3 years or when updated guidance has been published]. At every review, the policy will be approved by the governing board and the headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- Keeping Children Safe in Education the Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- Acceptable Use Policy



Pearl Hyde Primary – PSHE & RSE - Routeway



Year 7

Transition
Coping strategies for change

Health & Well-being
Relaxation & Visualisation
My superpowers
Breaking down barriers
Diet and dental health
Celebrating mistakes
My happiness and emotions
Understanding mental health

Safety & the Changing Body
Basic first aid
Online Safety – communicating safely online, fake emails, online restrictions, share aware, consuming information online
Privacy & secrecy
Drugs, alcohol & tobacco
Keeping safe out & about
Year 4 Only - The changing adolescent body (puberty)

UKS2

Family & Relationships
Build a friend
Resolving conflict
Respecting myself & others
Family life
Bullying
Developing respectful relationships
Stereotypes
Loss and change

Transition
Identify opportunities and challenges associated with change

Health & Well-being
Relaxation & mindfulness
The importance of rest
Going for goals & embracing failure
Taking responsibility for my feelings
Taking responsibility for my health
Immunisation
Health concerns
The effects of technology on health

Family & Relationships
Healthy families & friendships
Friendships – conflict & bullying
Effective communication
Learning who to trust
Respecting differences
Stereotyping
Respect & manners
Families in the wider world
Loss and change

Citizenship Responsibility
Rights & responsibilities
Rights of the child & human rights
Recycling & caring for the environment
Community
Local community groups
Diverse communities
Democracy
Local democracy
Local councillors

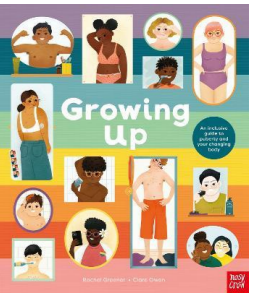
Economic Well-being Money
Ways of paying
Spending choices/value for money
Budgeting & keeping track of money
How spending affects others
Impact of spending
Career & aspirations
Jobs and careers
Gender and careers
Influences on career choices
Jobs for me

Economic Well-being Money
Borrowing
Income & expenditure
Attitudes to money
Keeping money safe
Risks with money
Prioritising spending
Career & Aspirations
Stereotypes in the workplace
What jobs are available
Career routes

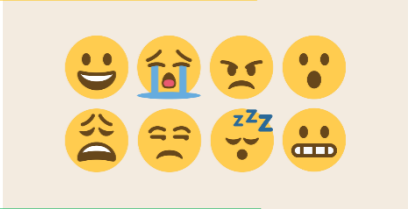
Safety & the Changing Body
Online friendships
Identifying online dangers
Social media
First aid
Drug education - drugs alcohol & tobacco
Social media
Year 5 Only The changing adolescent body (puberty, including menstruation)
Year 6 Only The changing adolescent body (puberty, conception, birth)

Citizenship Responsibility
Breaking the law
Human rights
Rights & responsibilities
Food choices and the environment
Protecting the planet
Caring for others
Community
Contributing to the community
Pressure groups
Prejudice & discrimination
Valuing diversity
Democracy
Parliament
National democracy

Identity – Year 6 Only
What is identity?
Identity and body image



LKS2



EYFS

Early Learning Goals: Personal, Social and Emotional Development ELG:
Self-Regulation
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Family & Relationships
What is family?
What are friendships?
Making friends & healthy friendships
Friendship problems & managing friendships
Self-worth
Manners & courtesy
Loss & change

Health & Well-being
Relaxation techniques
The importance of:
Physical exercise
Being ready for bed
Hand washing & personal hygiene
Sun safety
Dental health
Healthy diet
Understanding allergies
Different emotions and understanding feelings

Citizenship Responsibility
Rules
Looking after others & our immediate environment
Community
Developing a sense of belonging
Recognising similarities & differences
Job roles within the local community
Democracy
Giving opinions and making decisions

KS1

Early Learning Goals: Personal, Social and Emotional Development ELG:
Managing Self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Early Learning Goals: Personal, Social and Emotional Development ELG:
Building Relationships
Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

Economic Well-being Money
What is money & where does it come from?
Looking after money, saving & spending
Wants & needs
Careers & Aspirations
Jobs in school

Safety & the Changing Body
Asking for help, including making a call to the emergency services
Appropriate contact
Safety at home, safety with medicines, road safety and people who help to keep us safe
The Internet & communicating online
The difference between secrets and surprises

Transition
Understanding feelings associated with change
Identify the positives & challenges associated with change



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 Head Teacher: Mrs Claire Denton

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom