

Bordesley Green Primary School

PSHE/RHE Policy

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1. Introduction into Personal, Social, Health and Economic (PSHE) and Relationships and Health Education (RHE) including Legal Requirements

PSHE education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.' In addition, the Relationships and Health and Wellbeing areas of PSHE education have been compulsory in primary schools since September 2020.

2. The intent of PSHE/RHE at Bordesley Green Primary School

At Bordesley Green Primary School, we intend that Personal, Social, Health and Economic education will be the golden thread running through every aspect of school life.

We deliver a PSHE Curriculum that follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World which are outlined by the PSHE Association Programme of Study. We ensure that our curriculum builds on prior learning as children move through the school, gradually expanding and deepening their knowledge, skills, and attributes.

We intend that, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

Furthermore, we aim that our curriculum prepares children to explore their attitudes, values and beliefs about issues and real-life situations that affect them. They learn to develop and use the skills, language and strategies taught to manage these situations should they encounter them, building a strong positive view of themselves, their identify and enhancing their confidence.

As well as this, we aim that the themes and topics support the children's social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

We aim to further enhance the pupils SMSC development through cross-curricular links with Religious Education and Collective Worship, ensuring the children build strong and secure foundations to their learning.

3. The Organisation, Planning and Content of PSHE/RHE at Bordesley Green Primary School

Organisation/Planning

At Bordesley Green Primary School, our headteacher and senior leaders support all staff in school in the preparation and delivery of PSHE/RHE education and work to create a school ethos which supports and upholds content in the curriculum.

Our PSHE/RHE subject leader has supported teachers to implement a whole school scheme of work appropriate to our school setting. This is regularly monitored and reviewed. Our parents and carers are fully informed about what their children are learning, through the Long Term Plan (below) and the Knowledge Organisers for each unit for Y1-Y6, which are knowledge, shared on the school website. Knowledge Organisers for EYFS, which contain specific PSHE skills and knowledge, are also shared with parents in the same way.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Across the Year
Year 1	TRANSITION Health and Wellbeing It's My Body (5)	Living in the Wider World Diverse Britain	Living in the Wider World Aiming High	Relationships Be Yourself	Relationships Team	RHE My Friends and Me (5)	Money Matters Money, Where it Comes From and How to Look After it
Year 2	TRANSITION Health and Wellbeing Think Positive	Health and Wellbeing Safety First (5)	Living in the Wider World One World (5)	Living in the Wider World Respecting Rights	Relationships VIPs (5)	RHE My Family and Me (5)	Money Matters Save or Spend? Want or Need? Going Shopping
Year 3	TRANSITION Health and Wellbeing It's My Body (5)	Living in the Wider World Diverse Britain	Living in the Wider World Aiming High	Relationships Be Yourself (5)	Relationships Team	RHE Being Part of the Wider World (5)	Money Matters Jobs and Money, Ways to Pay and Risks with Money
Year 4	TRANSITION Health and Wellbeing Think Positive	Health and Wellbeing Safety First	Living in the Wider World One World	Living in the Wider World Respecting Rights	Relationships VIPs	RHE Understanding and Appreciating Positive Relationships (5)	Money Matters Spending Decisions, Advertising and Keeping Track
Year 5	TRANSITION Health and Wellbeing It's My Body (5)	Living in the Wider World Diverse Britain	Living in the Wider World Aiming High	Relationships Be Yourself	Relationships Team	RHE Keeping Relationships Healthy and Safe	Money Matters Financial Risk, Critical Consumers and Value for Money
Year 6	TRANSITION Health and Wellbeing Think Positive	Health and Wellbeing Safety First	Living in the Wider World One World	Living in the Wider World Respecting Rights	Relationships VIPs (4)	RHE Being a Respectful and Responsible Individual	Money Matters Budgeting, Borrowing and Saving and Money in the Wider World

PSHE/RHE is delivered in a way which is accessible to and inclusive of all pupils.

- These lessons involve a variety of teaching methods and interactive activities to encourage pupil engagement.
- We aim to create a safe and supportive climate for learning in which all children can thrive, feel able to ask questions and discuss issues openly.
- All of our pupils participate in weekly PSHE/RHE education lessons and these are taught by staff who are trained in delivering the specific content of the lessons.
- Ground rules are established in class and pupils are reminded regularly of these.

- Special consideration is given when teaching particularly sensitive content; staff are made fully aware of the children in their class and how they might relate to the lesson content, providing extra support to enable participation.
- Each class has a question bench which gives pupils the option of writing down their questions and receiving an answer on a one-to-one basis, rather than in front of the whole class.
- Distancing techniques are employed in all PSHE/RHE education lessons, meaning that children are able to engage with and explore issues deeply without having to discuss their own lives and experiences.
- At Bordesley Green Primary School, we work closely with our School Nurse service and a local Police Officer. The specialists deliver sessions to pupils which support the core themes of our PSHE Curriculum e.g. A session on Hygiene for Health and Fitness or Peer Pressure for the Relationships Unit

Content:

The Content of the PSHE and Citizenship Education Scheme of Work we use include resources that have been produced to be fully in line with the Learning Outcomes and Core Themes outlined in the 2020 PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

- The EYFS work to the Early Learning Goals outlined in the Statutory Framework as well as Development Matters to create a progressive curriculum
- All aims are taught through the three core areas of PSHE and Citizenship education, which are: Health and Wellbeing, Relationships and Living in the Wider World. All lessons cover content in an age-appropriate manner.
- Health and Wellbeing lessons explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.
- Relationships lessons explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.
- Living in the Wider World lessons explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values.

4. Assessment and Monitoring of PSHE/RHE

Assessment and Monitoring

Pupils are involved in regular reflection of their own learning journey. We believe this reflection is pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. However, due to the personal nature of taught content, we believe it is important that learning in PSHE/RHE is seen as developmental and not as succeeding or failing. In our school, all children should feel they are succeeding in PSHE/RHE, whatever their starting or ending point within a unit of work.

A record of pupils' work is collated in a Class PSHE book and takes many forms including photographs, written reflections and art work. This record, as well as on-going Pupil and Teacher discussions, helps us to evaluate and provide a curriculum which is relevant and

meaningful to all pupils. Key action points learnt through our monitoring and evaluation feed into our self-evaluation process.

Continuing Professional Development

The professional development needs of all staff in relation to the teaching and learning in PSHE/RHE will be regularly assessed and monitored and relevant training and support will be provided. The subject leader for PSHE/ RHE regularly models and disseminates best practice, working closely with the SLT and governors.

5. Policy Review

This policy replaces all previous policies.

This policy was drafted and circulated to the AHT for Curriculum and the Headteacher prior to presentation to the full Governing Body. This policy was approved by the full Governing Body in 2022. The policy will be reviewed against practice regularly.

Published by

Approved by Governing Body

Relationships and Health Education Policy (RHE)

Adopted from The Birmingham Approach to Relationships and Health Education in Primary Schools (2020)

- 1. Introduction into Relationships and Health Education at Bordesley Green Primary School**
- 2. Policy Development and Consultation**
- 3. Aims and Objectives of this Policy and the Relationships Education Curriculum**
- 4. Moral and Values Framework**
- 5. Content of Programme**
- 6. Organisation and Methods of Teaching**
- 7. Partnership with Parents including Specific Matters**
- 8. Policy Monitoring and Evaluation**

1. Introduction:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

2. Policy Development and Consultation

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

Relationships and Health Education

At Bordesley Green Primary School, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow. They will be delivered by a medical professional (School Nurse).

Relationships and Health Education does not include teaching about sex (and the schools policy on that subject is explained further below).

3. Aims and Objectives of this Policy and the Relationships Education Curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life **Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances**
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

4. Moral and Values Framework

The programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

5. Content of Programme:

Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (Please see overview below)

Sex Education:

The school has decided following consultation with parents that it will only teaching that it will provide about sex education is that which is included in the National Curriculum for Science.

Parents do not have a right to withdraw their child from these lessons.

6. Organisation and Methods of Teaching:

Planning and delivery of programme

- This scheme of work has been planned by school staff and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- The discrete puberty programme will be taught in Years 5 & 6 in selected single sex groups by the school nurse. A parent drop-in session will take place before these sessions where parents can explore the content and resources to be used.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning

Overview of Mandatory requirements (Where are themes taught?)						
	Relationship Education			Health Education		
Year Group	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		
3	*		*	*	*	
4	*	*	*	*		
5	*	*	*	*	*	*
6	*	*	*	*	*	*

Areas of Responsibility:

Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

7. Partnership with Parents including Specific Matters:

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Changing Facilities for Physical Education; Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

Use of External Providers

External providers will be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

Answering Difficult Questions

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question bench approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

Working with Parents

The school has established a strong working partnership with parents through consultation

and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis, parents will be specifically informed about the discrete lessons on puberty and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request.

Knowledge Organisers for RHE content will be available on the school website during Summer 2 when the lessons are delivered.

Parents can raise questions on this policy in writing, by phone or by making an appointment with the Headteacher.

Any complaints will be addressed through the school's complaints procedure.

Provision for Menstration

Jayne Clayton (AHT for Curriculum) will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the Year 5 and Year 6 girls' toilets.

Other related documents & policies

- Cross reference to other related policies,
- Education Act 2002
- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2022
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2022
- Relationship & Health Education Statutory Guidance 2021 (DfE)
- United Nations Convention on the Rights of the Child

Equal Opportunities/Inclusivity

The school's Relationships and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

8. Policy Monitoring and Evaluation

This policy will be managed by the PSHE Leader/Science Leader/Assistant Head for Curriculum and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

Dissemination of the Policy

A summary of this policy will be available on the school website.
Parents will be supplied with a fully copy on request.
The policy will be communicated to all staff and governors.

Ratified By

PSHE Leader Date:
AHT for Curriculum Date:
Head Teacher Date:
Governor Date:

Review Date (Annually)