

KIRKBY STEPHEN PRIMARY SCHOOL



PSHE & RHE Policy

Approved by	
Name:	Elizabeth Paisley
Position:	Chair of Governors
Signed:	<i>Elizabeth Paisley</i>
Date:	November 24 th 2023
Proposed review date:	November 2024

Personal, Social, Health and Economic (PSHE) and Relationships and Health Education (RHE) Policy

At Kirkby Stephen Primary School we believe in the importance of learning for life and responsible behaviour. Through PSHE and RHE we are preparing children for their role as future citizens and as such, work to equip them with the correct knowledge and skills that will enable them to make healthy and informed choices in their life.

This policy covers our approach to PSHE and RHE and how it is taught effectively through implementing legislation, to provide a safe and inclusive environment for all our children to learn and working closely in partnership with home.

Aims and Objectives

Our PSHE programme is underpinned by our aims for pupils including respecting themselves, others and the environment (all aims can be found on our website).

Our aims are to give all children the self-awareness, confidence and positive self-esteem to deal with growing up in an increasingly complex world that presents positive and exciting opportunities, but also challenges and risks.

Legislation

Current statutory guidance from the Department for Education (DfE) states that primary schools now have a legal duty to teach Relationships and Health Education (RHE). This can be delivered as part of the PSHE programme and schools are free to determine how to deliver the content set out in the guidance (DfE (2019) pg.7 Relationships Education, Relationships and Sex Education (RSE) and Health Education)

Safe and Effective Practice

When teaching Relationship and Health Education each pupil's age, sex, race, gender, sexual orientation and religious background is taken into account in accordance to the Equality Act 2010. Lessons are planned and differentiated for all pupils including children with special educational needs and difficulties and for pupils that may be more vulnerable to exploitation, bullying and other issues.

The children are taught relationship education by their class teacher to promote a comfortable and open environment in which the children can feel confident in raising questions and discussing, at times, sensitive issues.

Ground rules are set in each classroom during PSHE lessons and children are given the opportunity to ask questions anonymously. Sensitive topics are broached with professionalism and integrity by staff. Privacy will be protected by the use of distancing techniques to depersonalise discussions. This will create a climate which encourages pupils to express their views and feelings and to respect the views of others. Questions will always be acknowledged, but it may not be appropriate that they are answered in a session. In such a case, questions can be addressed individually later, referred back to parents/carers or answered in part.

Teachers will draw on a variety of good equality resources available including worksheets, pictures and videos. Resources used are appropriate to the age and maturity of each class and sensitive to their needs.

Curriculum

Our RHE programme is embedded into our PSHE education provision and is planned and delivered through the support of the PSHE Association. Where possible topics will link to other curriculum areas including Science, RE, PE and Computing and are taught weekly through individual work, group discussions and whole class learning.

Our lessons throughout KS1 and KS2 are taught building knowledge and deepening understanding with a series of recurring themes, each usually lasting half a term across every year group. Each theme has an overarching question and includes statutory and non-statutory learning based around 3 core themes: Health and Wellbeing (green), Relationships (orange) and Living in the Wider World (blue). Our long term plan can be seen below.

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

Medium term planning can be found in our year curriculum booklets, available on the school website or by request.

Assessment will take place against the learning objectives for each lesson and children will be given the opportunity to show their learning in a number of ways including verbally, through performance, art and writing.

By the end of primary school pupils should know:

- How to recognize and report abuse
- Boundaries in friendships
- How to seek advice when they know something is wrong
- Online safety and etiquette
- The importance of making sensible decisions to stay safe
- Differences in families and the characteristics of a healthy family life
- The importance of difference within our community and wider world
- How the human body grows including puberty
- The changes that adolescence brings, drawing on the knowledge of the human life cycle.
- The importance of looking after your physical, emotional and mental health.
- The risks and effects of drugs, alcohol and tobacco
- The importance of economic wellbeing, including saving
- The importance of their achievements and attributes, including how these can help achievement throughout life.
- The use of human rights to protect everyone
- The reasons for rules and laws and the consequences of not adhering to these

Monitoring and Evaluation

Due to the ever-changing needs of children and social subjects, the teaching and approach to PSHE can change.

Teachers will reflect on their teaching through self-reflection, discussions with SLT/ PSHRE lead and CPD opportunities. Pupils will also have the opportunity to review and reflect on their learning during lessons and be given a voice to influence and inform planned learning activities.

The PSHRE Lead will monitor the delivery of PSHE and RHE through lesson observations, discussions, learning walks and book scrutiny.

Safeguarding

When possible, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, an adult cannot always guarantee confidentiality if they believe that a child is at risk or in danger.

Teachers are aware that effective PSHE and RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the Designated Safeguarding Lead in line with the Child Protection Policy and follow the correct procedure. All visitors will be informed of our safeguarding protocol.

Partnership with Parents/Carers

The role of parents/carers in the development of their children's understanding about relationships is vital. As a school we strive to work closely with parents when planning and delivering our lessons and invite parents to communicate their ideas and suggestions.

Opportunities to address any concerns and to support parents in managing conversations with their children are available when possible. Examples of resources used can be provided at parents' requests to reassure and enable conversations started in class to continue at home.

Parents can withdraw their children from those parts of RHE lessons that are outside the compulsory elements of sex education contained in the National Curriculum for Science. Parents wishing to exercise this right are asked to contact the Head teacher. Once a child has been withdrawn, they cannot take part in SRE until the request has been removed.

For more information on parents right to withdraw please contact the PSHRE lead.