

Goodrich

PSHE and Relationships Education Policy



Approved by:

Date:

Last reviewed on: 06th November 2020

Next review due by: 06th November 2021

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to: give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. It also enables children to develop their identity and self-esteem as active confident members of their community. Our PSHE curriculum helps pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. It aims to raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. At Goodrich Community Primary School:

We must teach relationships education to all pupils as per section 34 of the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

We must teach health education under the same statutory guidance.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Goodrich Community Primary School we teach PSHE & RSE as set out in this policy.

3. Content and delivery

3.1 What we teach

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

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available to download via the school website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

See [Appendix 1](#) for our PSHE and RSE curriculum overview.

3.2 How we teach it

- PSHE lessons take place weekly across all year groups adopting the schools SOW
- The PSHE curriculum can be covered in assemblies, whole-school events or tutor time but must not substitute lessons
- Class teachers will deliver the curriculum
- All pupils in lessons, regardless of ability or special educational needs and/or disability will be included in lessons and differentiated for accordingly
- Teachers are advised and supported to address controversial topics or difficult questions from pupils. Teachers must not let their personal beliefs and attitudes influence teaching
- If teachers have any concerns about their ability to teach certain areas of the curriculum they can seek support and clarification from the Coordinator. Staff meeting and training will be provided regularly to support the delivery of the curriculum.
- Children will be assessed against the objectives for each unit half termly. This will be recorded on the whole school tracker using the 0,1,2,3 system shared with teachers.
- Progress will be shared with parents/ carers in annual reports and at 2 scheduled annual parent evenings. Any concerns or issues raised during sessions will be raised with the appropriate members of staff (eg Safeguarding Lead) and where appropriate parents/ carers contacted.
- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE, Relationships and Sex Education Policy and hold the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE, Relationships and Sex Education is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE, Relationships and Sex Education in a sensitive way
- Modelling positive attitudes to PSHE, Relationships and Sex Education
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE, Relationships and Sex Education Coordinator through:

- planning scrutinies,
- learning walks,
- lesson observations
- lesson/ unit outcomes
- analysing half termly data submitted

This policy will be reviewed by the PSHE, Relationships and Sex Education Coordinator biannually. At every review, the policy will be approved by the governing board.

6. Parents' right to withdraw

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

7. Training

Staff are trained on the delivery of PSHE & 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 PSHE & RSE.

Appendix 1

Goodrich PSHE and RSE Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide how to behave?	What can we do with money?	How do we keep safe?		How do we feel?	What makes us special?
Year 2	How can we help?	What is bullying?	How can we be healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?
Year 3	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we describe our feelings?	How can we eat well?	What jobs would we like?
Year 4	What is diversity?	How can we be a good friend?	How do we grow and change?		How can we keep safe in our local area?	
Year 5	What makes a community?	What does discrimination mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	What makes us enterprising?
Year 6	What makes a healthy and happy relationship?		What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?