



Carr Head Primary School

Personal, Social, Health and Economics Education (PSHE) and Relationships and Health Education Policy

Prepare the children of today to flourish in the world of tomorrow through nurturing mind, body and soul.

This policy covers Carr Head Primary School's approach to PSHE, which also includes RSE.

CURRICULUM INTENT

At Carr Head Primary School we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to flourish in the world of tomorrow through nurturing mind, body and soul.

Through partnership with parents, carers and the wider community, we aim to:

- Nurture self-confidence and encourage self-belief;
- Guide children to be responsible for their actions and to be aware of the consequences;
- Encourage children to be happy with who they are and to show empathy for others;
- Encourage, develop and foster independent, self-motivated attitudes towards learning opportunities;
- Promote active learning by building on children's natural curiosity and celebrating individual achievement;
- Teach children about differences between people, cultures and beliefs in order that they develop values, manners, acceptance of others and respect for all.

School Values

	Respect	
Excellence	Self-awareness	Passion
Empathy	Communication	Teamwork

Through our PSHE curriculum, we aim to give pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to embrace the challenges of creating a happy and successful life. We encourage pupils to develop the skills to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We believe that effective PSHE education can encourage young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Through high quality, evidence-based and age-appropriate teaching of PSHE pupils can become more prepared for the opportunities, responsibilities and experiences of adult life. It also enables the Carr Head family to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society according to legislation.

We aim to ensure that PSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We aim to ensure that PSHE fosters gender equality and LGBT+ equality.

IMPLEMENTATION

Roles and responsibilities

The PSHE programme is led by the PSHE subject leader who is supported by a link PSHE governor (Mr. R Gumley). PSHE lessons are taught by the class teacher or an HLTA who is delivering lessons when covering for PPA time. The lessons are supported and enhanced by visitors and external agencies. Teaching staff will receive training to meet identified CPD needs and to support the needs of the children they work with.

Legislation (statutory regulations and guidance)

Under the new guidance issued by the DfE, by September 2020, Relationships Education and Health Education at primary school will be statutory. These new statutory requirements do not extend to Sex Education at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science). The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum. Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. At Carr Head we believe that, to be effective, RSE and Health Education should always be taught as part of a broader PSHE education programme that not only incorporates the statutory elements issued by the DfE but also includes any aspects of the PSHE curriculum which responds to and reflects the needs of the children at Carr Head.

Our PSHE curriculum delivers the mandatory subjects within RSE and does not cover the non-mandatory sex education other than that covered in the science curriculum.

Curriculum design

At Carr Head, our RSE and Health Education programme is an integral part of our whole school PSHE education provision. Our PSHE curriculum for key stages 1 and 2 is built on a question-based model. The programme of study sets out learning opportunities in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

It comprises:

- a long term plan for the year across all year groups
- separate grids for each year group, setting out learning objectives and key vocabulary for each half-term
- links to high quality and quality assured resources (Discovery Education resources, PSHE Association resources and appropriate resources carrying the PSHE Association's Quality Mark) that support each module.

The PSHE education curriculum is tailored to the needs of our pupils, so can be adapted by teacher in a way that best suits the needs of the children in their class. Developmental progression is built in by revisiting themes year on year, building on and extending prior learning.

Our programme will be taught through a range of teaching methods and interactive activities. Some lessons are supported and enhanced by visitors and external agencies. Lessons will be differentiated to ensure learning can meet the needs of all children by considering how the activities might need to be differentiated for individual pupils and identifying the resources required. Where relevant, lessons will link to and complement learning in other areas of the

curriculum. Children will be encouraged to reflect on their own learning and progress by incorporating assessment for learning and opportunities for children consider what the learning means for their lives.

An overview of the learning in each year group can be found at the end of this policy.

Safe and Effective practice

Teachers will establish a safe learning environment with clear boundaries to help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers using a group discussion agreement. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. At Carr Head, teachers follow a good practice help sheet and guidance for establishing the group discussion agreement to set ground rules.

Dealing with sensitive issues:

It is expected that teachers and pupils will follow the protocols set out below in sessions that are based on discussion:

- No individual (teacher or pupil) will have to answer a personal question
- No individual will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Teachers may use their discretion in responding to questions and may advise that an answer to the question will be found for the pupil, taking into consideration that the appropriate person to answer a question is a parent/carer.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's Safeguarding Policy.

Safeguarding

Teachers at Carr Head are aware that effective PSHE, 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 follow the school's Safeguarding policy. This also covers any issues which may arise when considering visitors/external agencies which support the delivery of PSHE.

Engaging stakeholders

The policy will be available to parents through the school website.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through consultation and via the curriculum maps and other information on the website.

IMPACT

Monitoring, reporting and evaluation

It is the subject leader's responsibility to:

- Ensure that PSHE and RSE occur in the school's curriculum according to the national curriculum and the policy.
- Evaluate the effectiveness of the school's programme.

PSHE and RSE will be reported in line with the school's reporting policy.

Assessment

At Carr Head, we believe that it is important for pupils to have opportunities to reflect on their learning. It is also important for teachers to feel confident that learning has taken place, to be able to demonstrate progress and to

identify future learning needs. Assessment will enable us to see the impact PSHE education is having for pupils and for whole-school outcomes.

The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas”

We recognise that it is difficult for teachers to accurately assess a pupil’s self-confidence or sense of their own identity and values. However, by giving pupils an opportunity to reflect on their learning they have the chance to decide whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. We believe that personal reflection in PSHE education lessons is essential, and will give pupils the time and space within the lessons to reflect on this, either privately or through discussion. The assessing of learning in PSHE education will use a combination of teacher assessment and pupil self- and peer assessment.

It has been recognized that the model of assessment that is most meaningful in PSHE education is ipsative assessment. At Carr Head, assessment of PSHE will compare where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured will be the pupil’s own starting point, not the performance of others.

Guidance on this is provided for teachers at Carr Head through the Primary Assessment Guide and Models of Assessment document.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Review Date: July 2023

	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	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	How can we be a good friend?	What makes a community?	What keeps us safe?	What are families like?
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?	