



PSHE (Personal, Social, Health & Economic Education) Policy

(this includes Relationships Education, Relationships & Sex Education and Health Education)

To be reviewed: October 2022

Context

In line with Section 78 of the Education Act (2002), every state-funded school must offer a curriculum that is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

PSHE

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

The Department for Education (DfE) published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools *must* cover though not all they *should* cover as part of broader PSHE education.

At Castle Hill CP School, we teach PSHE across the school to support children's development as individuals and their learning capacity. PSHE also contributes to the 'Personal Development' and 'Behaviour and Attitude' aspects of the Ofsted Inspection Framework, as well as contributing to Safeguarding, Equality, British Values, School Values and SMSC (Spiritual, Moral, Social, Cultural) opportunities for our children.

Statutory Relationships and Health Education

The DfE document mentioned above states:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education** compulsory for all pupils receiving primary education..... They also make **Health Education** compulsory in all schools except independent schools.

Sex Education

Sex Education is compulsory in secondary schools but not in primary schools. The Science curriculum covers teaching about external body parts, puberty and reproduction in some plants and animals. Some Sex Education is taught mainly in Year 5 and parents will be advised of these lessons and their content prior to teaching. If parents wish to withdraw their children from these lessons, they should discuss this with the Headteacher who will make a record of their wishes. At Castle Hill we use the teaching materials provided by the fpa (Family Planning Association) entitled Growing up with Yasmine and Tom. This teaching resource is accredited by the PSHE Association. Parents are advised when specific lessons around Sex Education are being presented (usually in Year 5) and they are invited to discuss any concerns they may have with the Senior Leadership Team.

Department for Education Guidance and Advice

Our PSHE Policy is informed by existing DfE guidance and advice:

Keeping Children Safe in Education (statutory guidance)

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance)

Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Sexual violence and sexual harassment between children in schools (advice for schools)

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Teaching, Learning and Assessment

At Castle Hill, we want to ensure that we offer our children the best PSHE education we can and equip them with the knowledge and skills for them to be successful now and in the future. To support this, we use the programme of study and resources offered by the PSHE Association, tailored to the needs of our children and, after consultation with teaching staff, we follow the Question based approach. We focus our teaching and learning on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each year group covers content related to these themes, ensuring a spiral programme of teaching and learning where children are able to revisit previous learning, developing their skills and expanding their knowledge.

We create a safe and supportive learning environment and ensure that where children indicate that they may be vulnerable or at risk, the appropriate support is provided.

We promote the needs and interests of all pupils, irrespective of their gender, culture, ability or personal circumstance. Teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and we expect our children to be considerate to the needs of all others in our learning community.

Assessment in PSHE is not statutory but informal assessment at the beginning and end of each unit will be used to support effective teaching and learning. Parents will be advised of the PSHE teaching for each term via the Curriculum Planners on the school website.

Special Educational Needs and Disabilities (SEND)

Our PSHE curriculum is accessible to all children in Castle Hill CP School. As in all our teaching, some children may need additional support to access learning and this is provided. It may be necessary in some instances for parents to be consulted on access and support for learning.

Cross Curricular Links

PSHE crosses many other areas of the curriculum such as Science, Computing, Religious Education and English. For example, pupils may learn about the biology of reproduction or the effects of drugs on people's bodies through the science curriculum, but PSHE gives them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives. Other linked subjects include Religious Education, ICT and some aspects of Literacy.

Monitoring and Review

The effectiveness of our PSHE curriculum, teaching and learning will be monitored by the PSHE Lead Teacher with the support of the PSHE team and the Deputy Headteacher.

The views of children will be sought at least once a year about the effectiveness of our PSHE curriculum.

Programme of Study

The PSHE Association provides the overview below:

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	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?	