

Manor Park Primary School



PSHE & RSE Policy

Date of last review: November 23

Agreed by Governors: December 23

Shared with all staff: December 23

Frequency of review: Annually

Date of next review: December 24

This policy covers the school's approach to Personal, Social, Health and Economic (PSHE) Education (including Relationships and Sex Education and Health Education).

Introduction

Our school recognises PSHE education as an important and necessary part of all pupils' education to prepare them for the opportunities and responsibilities of modern life. Our PSHE curriculum reflects our children, their families and our diverse community. We aim to equip pupils with the knowledge and skills necessary to make safe and informed decisions, and live a happy, healthy life.

PSHE education, as for all curriculum subjects, is embedded within our school ethos of inclusivity and respect for all – all different, all welcome.

Statutory regulations and guidance

Our approach has due regard to *The Equality Act 2010* which states that it is against the law to discriminate against others, and includes the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

Our policy and practice is also based on the DfE statutory guidance: *Relationships and Sex Education and Health Education, September 2021* and additional advice and guidance from the PSHE Association.

PSHE (including RSE) forms part of our statutory responsibility to safeguard pupils and we have therefore also developed our approach in line with guidance from *Keeping Children Safe in Education, September 2023*.

The curriculum

The primary PSHE education curriculum provides the building blocks for later learning in secondary school and is based on teaching about families, friendships, money and careers, staying safe and being healthy.

Relationships and Health Education are statutory elements of the curriculum, which the school has a duty to teach:

- **Relationships Education** includes learning what a positive relationship is, about friendships, and what family means. Pupils are taught how to treat each other with kindness, consideration and respect, including online. They learn who to go to and how to ask for help if they have worries or concerns.
- **Health Education** includes teaching about physical health and mental wellbeing, how one supports the other, and the importance of a balanced lifestyle. Pupils are taught about the different ways they can care for themselves on a daily basis. Pupils learn to discuss different feelings and emotions, and who can help them with their health and wellbeing.

Through our PSHE education curriculum pupils will learn:

- how to be healthy - pupils will explore how to make positive choices for health, how to support their emotional, social and mental wellbeing, understand a range of feelings, and how the choices they make can have long-term consequences on their lifestyle.

- how to stay safe - pupils will explore how to identify and minimise risk, how to make informed, responsible and safe choices; how to voice their opinions, and how to resist unhealthy peer pressure.
- how to enjoy and achieve - pupils will explore how to appreciate their skills, achievements and potential in order to set personal goals and achieve their best.
- how to make a positive contribution - pupils will explore the different roles that people play in a community; how they can contribute to their own school and wider community.
- how to achieve economic wellbeing - pupils will explore how to manage money and the qualities and skills needed for adult working life.
- how to maintain positive friendships - they will explore the importance of friendship, identify the traits of healthy and unhealthy relationships; recognise appropriate and inappropriate boundaries.

Sex education is taught in an age-appropriate way, drawing on knowledge of the human life cycle as set out in the national curriculum for science – how a baby is conceived and born. This content is taught in Year 6. Parents have the right to withdraw their child from this lesson. Before granting such a request, the Headteacher will discuss the request with parents, and the school will document this process to ensure a record is kept. The school must comply with the wishes of parents in this regard, but only the Headteacher can grant this request.

Curriculum organisation

We organise the curriculum through key themes which form a whole-school focus for each school half term. These are: autumn 1 - families and friendships, autumn 2 - money matters, spring 1 - keeping safe, spring 2 - ourselves and others, summer 1 - keeping healthy and summer 2 - body and mind.

Pupils are taught lessons inspired by a key question, then focusing on key learning objectives. The curriculum is age- and -developmentally appropriate for our pupils, considering the area in which pupils live and the school community. It has been carefully planned and clearly sequenced so learning can be revisited and extended as pupils move through the school. Teaching resources are carefully chosen and selected for quality, up-to-date and relevant content. Teaching resources reflect the diversity of our pupils and their families, our community, and the wider world.

An overview of our curriculum, including the themes, key questions and content that pupils will learn in each year group can be viewed in the **appendix**.

Teaching and Learning

School staff, who know the pupils well, teach PSHE education. Staff receive training and support to help them teach PSHE education well. Before teaching PSHE education lessons, ground rules are agreed between the pupils and teaching staff, as part of ensuring a safe and positive learning environment. Limits of confidentiality are agreed, including that pupils are aware that teachers may pass on concerns if deemed necessary. Teachers plan structured lessons, which also include finding out pupils' starting points and reviewing the development of their learning over time. Teaching strategies include pupils working in pairs or groups – learning is likely to be more discussion based than written and recorded. Pupils' questions are welcomed in PSHE education lessons and are handled with sensitivity, and in consideration of age-appropriateness.

The PSHE education subject leader, in partnership with the senior leadership team, is responsible for reviewing and evaluating the curriculum, monitoring the quality of teaching and supporting staff to teach PSHE education effectively.

Special educational needs and disabilities (SEND)

Children identified as having special education needs may need adaptations to PSHE education curriculum delivery so they are able to access the learning in a developmentally appropriate way. The school will liaise with parents regarding individual needs.

Support beyond lessons

Our class teachers and learning mentors offer additional support for pupils if they have questions, concerns, or worries. Pupils know whom to approach for support. Staff will deal with these matters sensitively.

The role of parents

PSHE education is most effective when there is a partnership between home and school. We recognise and encourage parents to have conversations on PSHE education topics with their children at home. We support parents by making our curriculum overview available on the school website so parents can be aware of the topics their child/children will be learning about. Before we teach naming body parts and the NSPCC PANTS Underwear Rule (Year 2), puberty (Year 4 and 5) and how a baby is made (Year 6), we invite parents into school to look at the teaching resources and speak to teachers. The aim of this is to help parents understand what will be taught and to support their child's learning at home.

Policy development

This policy has been developed by the PSHE Subject Leader, Curriculum Leader and Headteacher, following guidance from the PSHE Association and with support from an independent PSHE education specialist.

In the development of this policy, we have consulted with pupils, parents and staff.

The policy is approved by school governors.

This policy will be reviewed each year.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – Manor Park Primary

	Autumn		Spring		Summer	
	Families & friendships	Money matters	Keeping safe	Ourselves & others	Keeping healthy	Body and mind
Year 1	Who is special to us? <ul style="list-style-type: none"> Who is special in my life? My family Families can be different 	What is money? <ul style="list-style-type: none"> What money is Sources of money Keeping money safe 	Who helps to keep us safe? <ul style="list-style-type: none"> People who help us (safety) How to ask for help What to do in an emergency 	What is the same and different about us? <ul style="list-style-type: none"> What makes us special? Similarities and differences Being polite and respectful 	Who helps us be healthy? <ul style="list-style-type: none"> People who help us (health) Dentists and tooth brushing Doctors, nurses, pharmacists and medicines 	What feelings do we have? <ul style="list-style-type: none"> Naming feelings Good and not-so-good feelings Managing 'big' feelings Change and loss
Year 2	What makes a good friend? <ul style="list-style-type: none"> What makes a good friend? How to make friends Asking for permission 	What can we do with money? <ul style="list-style-type: none"> Needs and wants Choices with money What is a charity? 	What helps keep us safe at home? <ul style="list-style-type: none"> Keeping safe at home Rules and age restrictions Online safety 	How can we be kind? <ul style="list-style-type: none"> Kind and unkind behaviour What is bullying? Who to tell about bullying 	What helps us be healthy? <ul style="list-style-type: none"> Hygiene routines Food and drink Sleep Sun safety 	What do we need to learn about our bodies? <ul style="list-style-type: none"> Naming body parts NSPCC PANTS underwear rule Safe and unsafe secrets
Year 3	How can we be a good friend? <ul style="list-style-type: none"> Features of being a good friend Getting on and falling out Including others 	What jobs do people do? <ul style="list-style-type: none"> Different jobs Skills and interests Future aspirations 	What helps keep us safe outdoors? <ul style="list-style-type: none"> Road safety Water safety What to do if we get lost 	What makes a community? <ul style="list-style-type: none"> Belonging to a community Valuing and welcoming others Politeness and courtesy to others 	Why should we keep active? <ul style="list-style-type: none"> Benefits of regular activity Different types of physical activity Balancing time on different activities 	How can we manage our feelings? <ul style="list-style-type: none"> Everyday feelings Expressing and managing feelings Change, loss and grief
Year 4	What are families like? <ul style="list-style-type: none"> Family life Valuing different families Family changes and challenges 	How can we be money wise? <ul style="list-style-type: none"> Keeping track of money Spending and saving Value for money 	How do we keep safe around medicines, drugs and alcohol? <ul style="list-style-type: none"> Medicines Smoking and alcohol Vaccinations and immunisations 	What helps us succeed? <ul style="list-style-type: none"> Self-worth and self-esteem Setting goals Resilience and managing set-backs 	What is a healthy balanced lifestyle? <ul style="list-style-type: none"> Healthy habits Planning healthy meals Benefits of being outdoors and sun safety 	How will we grow and change? <ul style="list-style-type: none"> Introduction to puberty Menstruation Hygiene routines Emotions and feelings
Year 5	How can friends and families communicate safely online? <ul style="list-style-type: none"> Communicating together positively Online V face-to-face Sharing information online 	What decisions can people make with money? <ul style="list-style-type: none"> Influences on spending Ways of paying and saving Risks associated with money 	How can we help in an accident or emergency? <ul style="list-style-type: none"> What an emergency is How to call 999 Basic first aid 	How can we recognise and respect differences between people? <ul style="list-style-type: none"> Identity Challenging stereotypes Bullying and discrimination 	What is a drug? <ul style="list-style-type: none"> How drugs affect health; the law Making healthy choices Media messages (smoking and alcohol) 	How will we grow and change? <ul style="list-style-type: none"> Puberty – recap Menstruation and wet dreams Managing changes and becoming more independent
Year 6	How do friendships change as we grow? <ul style="list-style-type: none"> Friendships and feelings Respectful behaviour online Gender-based bullying Personal boundaries - safety 	What jobs would we like? <ul style="list-style-type: none"> Jobs and careers Career pathways Future aspirations 	How can we keep safe out and about? <ul style="list-style-type: none"> Road safety Rail safety Peer pressure 	How does the media influence people? <ul style="list-style-type: none"> Managing feelings about the news Spotting fake news Understanding news is targeted 	How can we keep our body and mind healthy as we grow? <ul style="list-style-type: none"> Physical and mental wellbeing Supporting good mental health Sleep strategies 	What makes positive and healthy relationships? <ul style="list-style-type: none"> Positive and loving relationships How babies are made
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