



PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020)

Name of school	Heathlands Primary Academy and Pre-School
Date of policy	May 2021
Member of staff responsible	Michelle Walpole
Review date	May 2022

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

PSHE

At Heathlands Primary Academy and Pre- School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Heathlands uses a PSHE provider , Coram Life Education, to provide a comprehensive programme of health, well-being, relationships and drug education through a scheme of work that brings consistency and progression to our children's learning in this vital curriculum area.

Coram Life Education helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. The programme overview can be seen at the end of the document.

Statutory Relationships and Health Education

“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. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Heathlands Primary Academy and Pre-School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

These lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward systems, through relationships child to child, adult to child and adult to adult across the school and through our school values of Respect, Excellence and Integrity, which are always present throughout the curriculum at Heathlands. We aim to ‘live’ what is learnt and apply that learning to everyday situations both in school and in the wider community.

Our PSHE policy is informed by existing DfE guidance:

- [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))

Implementation

At Heathlands Primary Academy and Pre-School, we use Coram Life Education as our PSHE provider. We are supported by their trained educators who use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination amongst children. This programme’s complimentary updated policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Coram Life Education takes a three strand approach addressing children’s knowledge, skills and attitudes, and programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages.

What Children Experience

Children’s experience of Coram Life Education’s sessions is fun, engaging and memorable. Children meet Harold the Giraffe puppet (‘Healthy Harold’), and friends, have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect children’s health and education outcomes. Coram Life Education’s interventions include challenging social norms – misperceptions of peers’ engagement with risky behaviour – to engender more positive behaviours.

What do we teach when and who teaches it?

At Heathlands Primary Academy and Pre-School School we allocate a lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. This is supplemented by a timetabled session of Stormbreak each week for all classes.

For each year group, six themed units provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education(RSE), along with related assessment tools.

The programme overview details what children experience in each year group during each half term. Each learning theme is taught across the school and learning deepens and broadens each year.

	Autumn Term Half Term 1	Autumn Term Half Term 2	Spring Term Half Term 1	Spring Term Half Term 2	Summer Term Half Term 1	Summer Term Half Term 2
Pre-school-year 6	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

At Heathlands Primary Academy and Pre-School, **we define Relationships Education in its simplest form as a person’s interaction with themselves and others.** It is an essential part of the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationship Education involves a combination of sharing information and exploring issues and values.

Relationship Education ‘... is about teaching the fundamental building blocks, characteristic of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.’ DfE

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found at the end of this document.

The medium term planning and long term progression maps cover both the DfE statutory requirements and the PSHE Association’s advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education. It is a holistic approach that ensures the learning is reinforced through the year and across the curriculum.

Details of lessons and the content of RSE can be found on our website detailed at the end of the document.

Health Education

At Heathlands primary Academy and Pre-school, **we define Health Education as an understanding of how to maintain good physical health and mental wellbeing.**

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Details of the content of Health Education and the lesson in which they are taught can be found via a link at the end of the document.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in SCARF this is taught as part of the 'Growing and Changing' units.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Whilst Health Education should ensure that both boys and girls are prepared for the changes that adolescence brings and , ... 'Sex Education should also enable pupils to draw on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Heathlands Primary Academy and Pre-School, **we define sex education as understanding human reproduction** and we believe we need to teach Relationships and Sex Education which goes further than the Science curriculum. We teach RSE as part of our PSHE Programme as we believe this is the most appropriate for our children, with them being taught attitudes, values, skills and behaviour as well as knowledge needed for life long learning. **It is important to note that puberty work is now statutory and will therefore be taught within our PSHE scheme of work.**

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Heathlands Primary Academy and Pre-School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme in the 'Growing and Changing' unit. We conclude that sex education refers to human reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. Year 6 (Summer 2) Growing And Changing Unit - 'Making Babies'

The school will inform parents of this right by letter during the first half of the Summer term before the Growing and Changing unit begins in the second half of the summer. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Before granting any such request to withdraw a child from some or all of the sex education delivered as part of statutory RSHE, the Head Teacher and PSHE Leader will invite the parent/carer into school for a meeting to discuss the request and a record will be kept, including a right to withdraw letter completed.

Monitoring and Review

The PSHE Subject Leader will monitor and evaluate delivery of the subject using a variety of approaches and through collating different sources of evidence of impact. These may include;

- discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision
- observation and learning walks
- scrutiny of books
- analysis of pupils' outcomes in Relationship and Health Education

Evaluation of the subject's impact will be supported through collating information relating to:

- Pupil and teacher written evaluations of the content and learning processes
- Staff meetings to review and share experience
- School council

Assessment

SCARF assessment tools help to implement best practice in assessment, as set out by the PSHE Association's guidance: that:

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus."

PSHE Association's Guidance to Assessment for Learning and Progression

The assessment tools chart progress that has been made over the course of each half-termly unit of lesson plans. In each unit there is a specially designed pre and post unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, monitoring progress, recording key points and identifying areas for further development. Each end of unit assessment tool, provides succinct 'I can' statements, summarising learning against each unit's key learning outcomes. Information about the assessment process is detailed on the school website.

Monitoring and Review Policy

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Policy development

We have consulted with parents and carers when making changes to our PSHE policy and consulted with teaching staff during a staff meeting.

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

1. The policy was reviewed with the CLP school improvement team and shared with the SLE at a CLP National Support partner school.
2. Staff consultation through a RSHE training session- staff were given the opportunity to look at the policy and materials, making recommendations. The Head Teacher and Assistant Head and Curriculum Lead also met to discuss the policy.
3. Governors- the draft policy and curriculum update were shared.
4. Parent consultation- all parents were invited to take part in an online RSHE survey. The consultation questions and responses are available to view on our school website.
5. Ratification- once amendments were made the policy was shared with governors and ratified.

6. Pupils-ongoing during the school year, with lesson drop-ins and pupil conferencing. The children will be asked about their learning and their understanding checked.

Equality

This policy will inform the school’s Equalities Plan.

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

At the point at which schools consider it appropriate to teach their pupils about LGBT(Lesbian, Gay, Bisexual, Transgender) relationships they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as a part of this area of the curriculum”.

At Heathlands Primary Academy and Pre-School we promote respect as one of our school values and this includes respect for every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. Schools are not required to teach all the protected characteristics in every year group, however as a staff we give our pupils the opportunity to develop age appropriate knowledge and understanding through a well planned and delivered curriculum. LGBT relationships lessons are taught in lessons in years 3-6. Content is fully –integrated into the PSHE programme for study, rather than delivered as a stand-alone unit or lesson.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Documents relating to this policy :

SCARF PSHE Association Mapping Document

SCARF document shows which lessons cover the PSHE Association's Programmes of Study content for Key Stages 1 and 2. The medium term planning and progression mapping document can be found on the school website.

The expected outcomes for Relationships Education from year 1-6 document can be found on the school website

The lesson plan index (Nursery to year 6) can be found on the school website.

The DfE's topics and core content statements coverage through SCARF programme to be covered by the end of primary school document can be found on the school website.

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How SCARF delivers this:
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	All of these aspects are covered in lessons within the units.
Caring Friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right 	All of these aspects are covered in lessons within the units.

	<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	
Respectful Relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission seeking and giving in relationships with friends, peers and adults 	All of these aspects are covered in lessons within the units

Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	All of these aspects are covered in lessons within the units
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	All of these aspects are covered in lessons within the units

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How SCARF delivers this:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	All of these aspects are covered in lessons within the units.

<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the units.</p>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the units.</p>

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	All of these aspects are covered in lessons within the units.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	All of these aspects are covered in lessons within the units .
Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	All of these aspects are covered in lessons within the units
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	All of these aspects are covered in lessons within the units.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	All of these aspects are covered in lessons within the units.