



# Springfield Primary School PSHE Policy

Date policy last reviewed: March 2025

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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# PSHE and Relationship Health Education Policy

## Statement of intent

This policy is a working document, which provides guidance and information on all aspects of PSHE and RHE in the school for staff, parents/carers and governors.

At Springfield Primary we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life. Relationship and Health Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE). The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build pupils understanding of how to keep themselves safe both now and in the future. We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

We believe Relationship and Health Education (RHE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationship and Health education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RHE at Springfield Primary School, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

All those who teach aspects of RHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationship and Health Education are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.

- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self- esteem, mental health and emotional wellbeing, including self- confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in pupils).
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as pupils who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- **[New]** DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- **[New]** DfE (2022) 'Personal, social, health and economic (PSHE) education'
- **[Updated]** DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- **[Updated]** DfE (2024) 'Keeping children safe in education 2024' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

As we have adopted the UNICEF Rights of the Child this policy links to many of the articles in the convention including:

- **Article 2:** No discrimination: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.
- **Article 5:** Family Guidance: Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.
- **Article 12:** Respect for Child's views: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
- **Article 13 – Sharing thoughts freely:** Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
- **Article 17:** - Right to information: Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.
- **Article 29:** - Aims of Education: Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.
- **Article 33 - Protection from Drugs:** Governments must protect children from taking, making, carrying or selling harmful drugs.
- **Article 34 -Protection from Sexual abuse:** The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

## 2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- **[New]** Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- **[New]** Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- **[New]** Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- **[New]** Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- **[New]** Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- **[New]** Leading, managing and developing the school's provision in the subject area.
- **[New]** Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- **[New]** Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- **[New]** Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- **[New]** Acting as a positive role model for all pupils and staff members.

## 3. Aims and structure of the PSHE curriculum

**[New]** The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Relationship education (RHE).
- The importance of physical activity and diet for a healthy lifestyle.

**[New]** The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RHE – covering relationship and health education (RHE) at key stages 1 and 2.

**[New]** The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships and Health Education Policy.

**[New]** The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

**[New]** PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

### **Curriculum organisation**

**[New]** PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

**[New]** Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

**[New]** The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- **Designated PSHE time as part of a spiral curriculum**
- **Circle time**
- **Use of external agencies and services**
- **School ethos**
- **Small group work**
- **Cross-curricular links**
- **Assemblies**
- **Enrichment days or weeks**
- **Residential trips**

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

#### **4. Programme of study**

At Springfield Primary School, we will be using the scheme of work from the Christopher Winter Project to deliver these sessions. Class teachers/PSHE lead will ensure that the content is delivered sensitively and in an age appropriate way.

The biological aspects of RSE are taught within the Science curriculum, where there is no parental right to withdraw.

Further detail of our curriculum can be viewed via our school curriculum, PSHE & RHE on the school website or available on request.

**[New]** This programme of study sets out learning opportunities based on three core themes:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

**[New]** The programme of study sets out learning opportunities for each key stage, in each core theme and organised under subheadings, as set out below.

**[Updated]** The PSHE programme of study will cover the following topics:

##### **Core theme 1: Health and wellbeing**

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

##### **Core theme 2: Relationships**

This topic will cover:

- Families and close positive relationships.
- Friendships.

- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

### Core theme 3: Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Economic wellbeing: aspirations, work and careers.

The Healthy Mind, Happy Me Curriculum model is designed to be used flexibly within the school to ensure issues are addressed in an appropriate and timely position and which reflects the needs of the pupils. This curriculum comprises of 6 key modules which are revisited during the pupil's time in the school, allowing pupils to add to their thinking, skills and knowledge as they develop and mature in their thinking. Each module has a character linked with one of the 6 Sandwell towns and which reflect family structures within the borough. The characters are designed to be relatable to pupils and provide a vehicle for introducing the themes to pupils through the use of stories and activities. These modules are:

Theme	Description of topics	Themes addressed.
All About Me	Helping pupils to celebrate difference and manage emotions in a safe and healthy way	Self-awareness, understanding feelings, self-esteem and self-regulation
Friendships	Supporting pupils to think about the importance of friendships <u>and social</u> relationships in relation to their own wellbeing	Considering other people's emotions and perspectives; working together, social problem-solving
Resilience and coping	Helping pupils to develop resilience, looking after themselves and cope with change	Conflict management, positive coping strategies, reframing failure, facing adversity, self/regulation and self-control, responsible decision-making, self-management
Belonging	Building a sense of belonging <u>through the</u> development of secure relationships.	Celebrating differences, attachment, respecting others, culture, belonging and caring support
Being the Best Me I Can Be	Encouraging pupils to be effective learners using their personal strengths.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations
My Wider World	Helping pupils to understand their place in the community and promoting connectedness.	Being a member of a community, celebrating communities' differences and similarities and cultural awareness.

In each year, we cover the following themes:

**Year 1:** Friendships Module; Belonging Module; My Wider World Module.

**Year 2:** All About Me Module; Resilience and Coping Module; Being the Best Me I Can Be Module.

**Year 3:** Friendships Module; Belonging Module; My Wider World Module.

**Year 4:** All About Me Module; Resilience and Coping Module; Being the Best Me I Can Be Module.

**Year 5:** Friendships Module; Belonging Module; My Wider World Module.

**Year 6:** All About Me Module; Resilience and Coping Module; Being the Best Me I Can Be Module.

In PE, pupils explore many physical activities and understand how exercise can lead to healthier lifestyles. Through our wide, varied and inclusive program of PE we encourage and develop strong growth mindset, self-esteem and incorporate our school values: respect, resilience, empathy and reflection.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

In addition, we use resources from a variety of other sources including PSHE Association and The National College (online safety), considering the age and developmental needs of the class and adapt curriculum packages and lesson plans to address the needs of the children in the class.

## **5. Assessment**

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as written assignments, discussion groups and quizzes in order to monitor progress.

## **6. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## **7. Safeguarding**

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

**[New]** The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

**[Updated]** Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

**[New]** Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## **8. Monitoring and review**

This policy will be reviewed by the headteacher and PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is March 2026.