

# Lea Valley Primary School

## Personal, Social, Health and Relationships Education (PSHRE) Policy

(This policy incorporates Relationships and Health Policy)



Policy Originator	PSHE postholder
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## 1. OUR SCHOOL VISION

At Lea Valley Primary School we aim to provide our pupils with the highest quality of education in a positive and stimulating environment so that all our pupils enjoy learning, aspire to achieve excellence, and develop a determination to succeed.

We recognise that positive behaviour and social skills provide a sound basis for working, sharing and playing together. We consider the physical, intellectual and emotional atmosphere of the school environment should enable individuals to feel good about themselves and believe in themselves as learners. We do this by framing our working attitudes around 6 central values:

### **Ambition, Courage, Determination, Honesty, Kindness and Respect**

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our Personal, Social, Health and Relationships Education (PSHRE) whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHRE curriculum, we are able to nurture and support the spiritual, moral, social and cultural development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

## 2. LEGISLATION FOR RELATIONSHIPS AND HEALTH EDUCATION (RHE)

This policy outlines our school's commitment to provide effective Relationships and Health Education (RHE) for all pupils in support of that offered by parents, who are the first educators of their children in this area. Informing our policy are the following:

- It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.
- 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 and Health Education compulsory for children receiving primary education.
- The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

The RHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities of adult life. RHE is taught in an age-appropriate manner throughout the school.

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### **3. DEFINITION**

Relationships and Health Education (RHE) is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family, other adults and young people. RHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm; a key aim for providing RHE throughout the school is to safeguard our pupils. Pupils will develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

### **4. WHY IS RHE IMPORTANT TO OUR SCHOOL?**

As set out in our school ethos above, RHE is an important part of our whole-school PSHRE curriculum. RHE works alongside our British values and school values approach to learning in all aspects of our school life and consolidates Lea Valley's role around safeguarding and promoting wellbeing in all our pupils.

### **5. POLICY DEVELOPMENT**

The PSHRE policy (incorporating RHE) has been developed following consultation with the whole school community. Consultation took place in the following ways: comments on a draft; parent-governor involvement; parent workshop(s).

The PSHRE policy is available on the school website.

The PSHRE policy and curriculum will be reviewed annually by the PSHE Co-ordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; parent feedback.

### **6. AIMS**

The key objectives of our RHE programme (which are embedded in our PSHRE curriculum) are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Appreciate difference and respect themselves and others
- Enable the development of social and relationship skills
- Prepare pupils for the physical and emotional changes of puberty
- Explore a range of attitudes, values and faith perspectives around aspects of relationships
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RHE sessions, circle-time and assemblies.

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## **7. EQUALITY, INCLUSION AND SUPPORT**

PSHRE should be accessible for all pupils. As a school we promote inclusion for all and celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to PSHRE in our school is that we may need to provide additional learning opportunities for children with Special Educational Needs and/or disabilities.

There are many different faith and cultural perspectives on aspects of PSHRE. As a school we will deliver PSHRE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in PSHRE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with Special Educational Needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RHE. All children whatever their identity or family background need to feel that RHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both the communities in which we live and the wider society.

## **8. CURRICULUM**

We carry out the main RHE teaching through our Personal, Social, Health and Citizenship Education curriculum (PSHRE). The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year.

We deliver our PSHRE curriculum through assemblies, circle times and a weekly PSHRE lesson.

Teachers will use a range of teaching methods and age-appropriate resources to deliver PSHRE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all School Personnel so that they are kept up to date with new information and guidelines concerning PSHRE and related issues.

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All teachers will deliver PSHRE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHRE sessions.

Some elements of RHE are delivered through national curriculum Science:

### **Year 2**

*Pupils should be taught to:*

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

### **Year 5**

*Pupils should be taught to:*

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RHE programme:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- 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

### **Resources**

As with any other subject, the breadth of the RHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. We hold a parents meeting each year where you can familiarise yourself with the resources to be used. We will inform you of what will be taught in each half term through our curriculum maps.

### **Answering questions**

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness.

## **9. ASSESSMENT**

Teachers use a range of assessment strategies to track pupils' progress towards learning outcomes. This may include marked workbooks; self-assessment and peer assessment.

## **10. CONFIDENTIALITY AND SAFEGUARDING**

Due to the content of PSHRE, where pupils are exploring sensitive issues, this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil.

## **11. PARTNERSHIP WITH PARENTS**

We see parents as key partners in our provision of PSHRE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered (through half-termly curriculum plans). Parents are encouraged to talk with their child about the PSHRE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. Parents have been consulted at all stages of implementing the new RHE curriculum. This is ongoing and parents will continue to be informed and involved in reviewing the programme of study each year.

## **12. RIGHT TO WITHDRAW**

There is no right to withdraw from Relationships and Health Education (RHE).

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