



## PSHE Curriculum Policy

### Including Relationships Education

Enhance  
Cultural  
Experiences

Healthy Mind,  
Healthy Body

Enquiring  
Minds

Universal  
Respect and  
Understanding

Resilience and  
Independence

Location,  
Location,  
Location

### **Curriculum Statement**

PSHE (Personal, Social and Health Education) is an important subject within Richard Durning's Endowed Primary School. We believe it is fundamental part of a child's education and success in school and life. PSHE is embedded in all aspects of our school and has links to the whole school values as well as assemblies and commemorative events. Our PSHE curriculum aims for our children to become excellent citizens in Modern Britain as well as leading a safe, happy and healthy lifestyle.

### **Intent**

- "To teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults" DfE 2019 Statutory Guidance
- For our children to understand why a healthy lifestyle is important and understand how they can be healthy.
- To understand how we can promote and have a healthy mind and foster pupil well-being.
- To have positive, respectful friendships and relationships.
- To know the features of healthy friendships and relationships.
- To understand that families can be of many forms.
- To develop a resilience, character and an independent attitude.
- For our children to be confident and willing to have a go even when it feels tricky.
- To be able to recover from knocks and challenging periods in their life.
- To develop a positive sense of self-worth.
- To promote the importance of positive mental health.
- To promote pupils' self-control and ability to self-regulate and strategies for doing so.
- To appreciate what it means to be a member of a diverse society and respect that we are all different and that is what makes us special.
- To play a positive role in their school and wider community.
- To develop pupil characteristics of kindness, integrity, generosity and honesty.
- To have a good understanding of financial knowledge relevant to primary age children.
- To understand how their body will develop through puberty and be equipped to deal with these changes.
- To know the importance of stable and caring relationships.
- To know how to keep safe online and what constitutes appropriate behaviour online, be aware of the potential dangers online and where to seek help if needed.
- To gain a good level of vocabulary to express their feelings and the confidence to do so.
- To know the concept of privacy and the differences between appropriate and inappropriate touches.
- Remember key knowledge and skills by repeating and revisiting concepts on a regular basis so that children are able to embed these into long term memory.

### **Implementation**

- To teach a graduated, age appropriate programme of Relationship Education.

- PSHE is taught weekly through discrete lessons. The lessons use a variety of teaching methods including circle time, class discussions, debates, individual work, games, reflection and drama.
- Content is explained in more detail in the school medium term plan but follows coverage over the following themes: Relationships Education; Health – Physical and emotional well-being; RSE – Sex Education; Keeping Safe; Economic and Business Awareness; Road Safety and Current Affairs/Democratic Society.
- Teachers plan in the class PSHE large book and this is based upon children’s needs as well as following the agreed medium term plan. Issues may arise within the school year which are addressed within PSHE lessons or at additional times within the weekly timetable. Staff ask children what they would like to learn within PSHE as well as covering statutory requirements.
- Evidence of children’s discussions and work is kept also within the class book. Children are involved in the creation of the large book and value its work as a positive recording of their learning and discussions. The book is displayed within class.
- We repeat fundamental PSHE skills to ensure they are embedded within long term memory and developed upon year on year as well as within the short term.
- Vocabulary is high priority so that the children are equipped with a wide range of words to describe their feelings and situations. This is promoted within the large book, displayed around the classroom as well as discussed regularly with the children.
- Peer Massage is practised as a way of developing skills of positive mental health and well-being. Affirmation cards are used to further develop skills of kindness and self-esteem.
- Children understand and experience how the democratic election process works through annual elections for School Council and Sports Council. These are all an additional way in which we gain pupil voice.
- Throughout the year we support a range of charities and take part in many Random Acts of Kindness such as visiting local care homes and helping out in the community.
- The children Run a Mile three times a week to further develop their fitness and well-being.
- We use a range of visitors to further develop our curriculum and skills.
- Relationships and Sex Education is taught for a block from year 1 to year 6 in Spring Term 2. This follows a carefully planned scheme of work which builds on previous learning and skills. Parents are informed via the class weekly reminder and are invited in each year to look at plans and resources if they so wish.
- Within PSHE lessons a range of resources are used. Examples of which are: SEAL materials, BBC Active DVD for SRE, Lancashire Road Safety, SUMO and Resilience resources, story books.
- PSHE is an important part of school assemblies where children’s spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.
- PSHE is fully embedded in our school with links to our school curriculum drivers – Healthy Mind, Healthy Body; Resilience and Independence; Enhance Cultural Experiences; Universal Respect and Understanding; Enquiring Minds
- Over each year we commemorate a number of events to help support the preparation of our children to become excellent citizens in Modern Britain.
- We promote the importance of reading and have linked our curriculum drivers within our library to further promote these. These books support diversity and equality.
- See curriculum plan for full coverage of the scheme.

## **Impact**

- Throughout each lesson the teacher is “in action” to identify misconceptions and discuss any further points needed. Lessons and planning are flexible and based on previous learning and assessment of children’s skills, understanding and knowledge.
- Children’s learning is constantly assessed and lessons are planned based on this.
- Throughout the year we continually assess the children’s moral, social, physical, cultural and spiritual development through a range of opportunities and experiences. The scheme of work and planning is modified as needed according to the results.

- Through the school year we will assess each child's individual understanding through use of a variety of methods: stickies posted in the class PSHE book; before and after pictures; questioning; drawings; pieces of writing; drama etc
- Strong links with families and high schools when children move on after year 6 – reflection and evaluation about how well we are preparing children for their next stage of education and life.

## Additional Information

### Resources

- Shared PSHE resources are kept in the stock room in Ruby Classroom and also on the shelf outside the staff room.
- Road Safety resources are located in PE shed and stock room in Emerald Classroom
- Each class teacher has a PSHE file with approved SRE plans and all PSHE planning documents.

### Equality

- All children have a right to access the full PSHE curriculum within school. Teachers carefully modify the PSHE curriculum to meet each child's individual needs.
- Support for staff for pupils with SEND:  
<https://www.pshe-association.org.uk/system/files/PSHE%20education%20planning%20framework%20for%20pupils%20with%20SEND%20%28key%20stages%201%E2%80%934%29%2C%20July%202020.pdf>

### EYFS

- In EYFS the basis for all PSHE skills are started and built upon. Teaching follows the same curriculum medium term plan except for RSE and Drug Education. Staff model key skills and build on children's needs through circle time as well as through teacher observations of child initiated activities. Key workers observe, assess and plan next steps for all children's PSED skills.

## Coverage in Drugs, Alcohol and Tobacco

### KS1

- about things that people can put into their body or on their skin; how these can affect how people feel
- keeping safe with medicines

### KS2

- about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; **Y3/4 and Y5/6**
- recognise that drug use can become a habit which can be difficult to break **Y3/4 and Y5/6**
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others **Y5/6**
- about why people choose to use or not use drugs (including nicotine, alcohol and medicines); **Y5/6**
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; **Y5/6**
- people they can talk to if they have concerns **Y3/4 and Y5/6**

## Coverage in RSE (Relationships and Sex Education) – Changing and Growing

### KS1

- to recognise what makes them special
- to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- how to manage when finding things difficult
- to name the main parts of the body including external genitalia (It is important that the children know doctors words for parts of their bodies in case they ever needed to talk about this with a medical professional)
- about growing and changing from young to old and how people's needs change
- about preparing to move to a new class/year group

### KS2

- about personal identity; **Y3/4 and Y5/6**
- what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) **Y3/4 and Y5/6**
- that for some people gender identity does not correspond with their biological sex; to know and understand that some people may be attracted to someone of the same sex or different sex to them **Y5/6**
- to recognise their individuality and personal qualities **Y3/4 and Y5/6**
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth **Y3/4 and Y5/6**
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking **Y3/4 and Y5/6**
- to identify the external genitalia **Y3/4 and Y5/6**
- to identify the internal reproductive organs in males and females **Y5/6**
- how the process of puberty relates to human reproduction **Y5/6**
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, **Y5/6**)
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **Y3/4 and Y5/6**
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); **Y5/6**
- how babies need to be cared for **Y5/6**
- about where to get more information, help and advice about growing and changing, especially about puberty **Y3/4 and Y5/6**
- about the new opportunities and responsibilities that increasing independence may bring **Y3/4 and Y5/6**
- strategies to manage transitions between classes and key stages **Y3/4 and Y5/6**

SRE is taught by the class teacher for PSHE.

The content will be delivered to mixed age classes on a two year rolling program.

Each cohort of children can mature at a different rate and may prefer to be taught in a particular way. Prior to the start of the RSE lessons in year 5 and 6 the class teacher will discuss with the children the appropriate delivery and content of the lessons. The children may prefer to be taught altogether or boys/girls separately for a single

session then continue to be taught together. The delivery will then be modified accordingly. This will be reviewed annually.

So that children do not feel embarrassed or anxious we will set ground rules in order to create a safe and non-threatening environment. We also have a Question Box so the children can privately ask questions.

### **Support for Staff**

- All class teachers will have the opportunity to have training in areas where they feel less confident.
- There will be in house training arranged in some areas.
- Staff will receive training in distancing techniques. Subject matter becomes less sensitive when taught objectively rather than subjectively.
- Staff will be given access to appropriate training courses.

### **Support for Pupils**

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs.

Our RSE curriculum is inclusive for all children and we are aware that within each year group there is a variety of levels of understanding. The curriculum will be differentiated and extra support will be provided where necessary. Staff must acknowledge different needs/levels of maturity. Such cases can be attended to individually, for example, after the lesson or at another time

Children will be encouraged to use question boxes before and after discussion of the topic. Prior to using them the following information will be relayed to the children. The children will be encouraged to anonymously add questions or thoughts to the boxes. These will then be read by the class teacher prior to the lesson. Some will be used for class discussion – those which relate directly to the learning objective. They will also be used to gain an understanding of prior knowledge and any misconceptions.

As stated in the Child Protection and Safeguarding Policy children will be made aware that staff cannot promise to keep confidentiality in the event of a disclosure.

In years 5 and 6 the children receive a copy of the planning so that they know in advance what they will be learning about. The children are also asked how they would prefer the lessons to be delivered.

### **Specific Issues**

- **Questions**

- **If a pupil asks a question they usually want an answer**

- Wherever possible, pupils' questions will be answered openly and honestly however there may be occasions when a teacher offers a different response.

- The teacher may feel it inappropriate to answer in front of the whole class so may ask the pupil to stay behind at the end of the lesson so that they can discuss the question. It may be advisable for a classroom support assistant or another teacher to also be present in order to ensure that this is not misinterpreted.
    - They might recommend that the pupil asks their parents. Teachers should then encourage the pupil to ask at home. It would be unwise for the teacher to contact home as the parent might perceive this as a disciplinary issue. If the pupil is afraid to talk at home, the teacher could suggest that the pupil brings the parent in so that they can discuss the question together. The invitation should be pupil initiated.
    - Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering.
    - On some (rare) occasions a teacher might refuse to answer a question however if this happens they should give the pupil information about who might be able to answer the question.

It is important to recognise that children often do not want a detailed answer, if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher than a confused answer from a pupil in the playground.

Where a teacher feels that the pupil is deliberately asking a question to cause embarrassment, the teacher should respond with 'well you tell me what you think the answer is and then we can discuss whether you are correct or not' or 'why don't you do a bit a research and see if you can find the answer and then we can discuss it' or a similar response. This will often diffuse the situation, if the question was genuine, the teacher will soon realise.

Where the teacher believes that the pupil may be at risk appropriate safeguarding steps should be taken.

- **Language**

There should be a common language for SRE so that all children are not embarrassed by, or exposed to, inappropriate language. Teachers will use correct biological terminology (or doctors' words) for parts of the body from Year 1 upwards. This is also consistent with recommendations for the teaching in Science.

On our website parents are reminded that they may look at the scheme of work and resources for SRE. Our policy is also available on the website. Just before our SRE is delivered, parents are reminded via letter or on the Friday Notices.

At the New Intake Meeting for Reception parents are directed to the policy and scheme of work.

Parents have a right to request their child be excused from some aspects of SRE. Children must be present for the objectives taken from the National Curriculum. If parents would like to excuse their child from some lessons they will be invited in to discuss the curriculum with the Headteacher. After this discussion, parents must then complete their request in writing to the Headteacher. School will ensure that children are given meaningful work to complete at this time.

### **Child Protection and Safeguarding**

As there may be sensitive issues raised in SRE lessons, there may be opportunities for pupils to make unexpected disclosures to staff. Staff are familiar with the Safeguarding and Child Protection Policy and know the Designated Senior Person (DSP) for Safeguarding and Child Protection teacher. If a disclosure is made or if staff need advice they should consult with the designated teacher immediately.

**PSHE Subject Leader:** Mrs Rebecca Whitfield

**PSHE Governor:** Mrs Natasha Laithwaite.

### **Approval and Review**

Parents were involved in the most up to date consultation of the scheme of work for RSE.

This policy has been approved by Governors April 2025.

Next review: January 2027