

PSHE, Relationships and
Health Education Policy
Chaloner Primary School



**Approved by: Full
Governors**

Next review due by: July 2026

1. Legislation and statutory requirements

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

2. Intent

At Chaloner Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by creating a programme of study that is bespoke to our school and all our children. The two main core themes of our programme of study focuses on Relationships Education and Health Education. A third core theme, Living in the Wider World is also an integral aspect of our curriculum.

Relationships Education:

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

Health Education:

- 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

Living In The Wider World:

- respect for self and others and the importance of responsible behaviours and actions

- rights and responsibilities as members of families, other groups and ultimately as citizens
- different groups and communities
- equality
- importance of respecting and protecting the environment
- where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- enterprise.

3. Curriculum Implementation

Chaloner Primary School seeks to provide a safe, secure learning environment for learning that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during all lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Chaloner Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. The programmes of study will be taught through discrete curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra curricular activities. These include Mental Health Awareness Week, Safer Internet Day and Walk to School Week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Our curriculum is designed to be taught in thematic units consisting of approximately six lessons. There is considerable overlap between the units but in designing it in this way, we can ensure continuity and progression from one year group to the next. The teaching units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. There is scope to overlap this learning with activities in Commando Joe sessions along with other curriculum subjects such as maths and science. Each theme is revisited on a two-yearly basis. This enables children to recall and build upon previous learning, exploring the underlying principles regularly at a depth that is appropriate for the age and stage of the child.

We have clear expectations of what the pupils will know and understand at the end of each year and key stage. The skills and understanding we want the children to achieve can be witnessed through lessons, play, attitude and behaviour outside school and general interaction with adults and peers. Because of this assessment is based on informal observations made by teachers, capturing the whole child. Assessment should also offer the children the opportunity to reflect on their own progress.

The subject leader is responsible for monitoring the quality of teaching and learning in this subject. This will be achieved through moderation of plans, lesson observations, analysis of books and discussions with children and teachers. The subject leader will regularly evaluate the scheme of work to ensure that the needs of current Chaloner pupils are being met and that there is progression and continuity of learning through the school.

4. Curriculum Impact

Successful PSHRE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that this learning also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our scheme of work is used as a whole-school approach to positively impact on emotional resilience, personal wellbeing, mental health and safeguarding children. This will ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Through our curriculum, children will develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part.

5. Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Make this policy available online;
- Answer any questions that parents may have about the education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for teaching it in the school;
- Inform parents about the curriculum focus each term, so that the teaching in school supports the key messages that parents and carers give to children at home.

We are committed to a retain parents' right to withdraw their child from sex education within this curriculum (other than sex education in the National Curriculum as part of science). However, there is no right to withdraw from Relationships Education as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the age appropriate sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

6. Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

7. Links to other relevant policies

- Behaviour
- Anti-bullying
- Child Protection and Safeguarding
- Online safety
- SEND inclusion