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# Personal, Social, Health and Economic Education (PSHE) Policy

Policy date: September 2022

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## 1. School ethos/ rationale

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

## 2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.
- NB careers education might be part of your PSHE curriculum – if so add something here

## 3. The legal bit

At Denham Village School we teach the statutory parts of PSHE – Relationships education ( please see our Relationships Education Policy ) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PSHE provision (please see our Sex Education policy.)

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 and Relationships and

Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education(RSE) and Health Education' statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

#### **4. The curriculum**

##### **Intent**

*Why do we teach it?*

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy , safe and positive choices in all aspects of their daily lives.

## **Implementation**

### *What, where and when is PSHE taught*

#### **What**

At Denham Village School statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At Denham Village School we use the PSHE Association's and Twinkl's scheme of work for the planning and delivery of PSHE. The programme of study is adapted to provide a relevant and age appropriate curriculum. We also use Christopher Winter Project as part of our provision. We provide a spiral curriculum to ensure pupils are taught key aspects of PSHE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

#### **Relationships Education**

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

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

Pupils will be taught Relationships Education from year 1 at an age appropriate level .Further details on what we are required to teach can be found in appendix 2 (DfE Relationships outcomes)

#### **Sex Education**

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy.

#### **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 1. A list of key vocabulary can be found in appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in appendix 2

### **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about:

- **Money matters**
  - Talk about different sources that money can come from; • identify things they want; • identify things they need; • talk about ways we can keep track of what we spend; • discuss ways they can keep money safe; • talk about ways they keep their belongings safe.
  - discuss where money comes from; talk about reasons people go to work; discuss payment resources we can use to spend money; consider why and how people might get into debt; identify things they want and need; explain ways we can keep track of what we spend, discuss some of the consequences of debt; talk about the importance of prioritising our spending; discuss advertisements that try to influence what we buy; explain why it is important to keep track of what we spend
  - talk about what financial risk is; discuss ways advertisers try to influence us; identify what it means to be a 'critical consumer'; describe what 'value for money' means; explain what 'interest' is; talk about what 'tax' is, discuss reasons people take financial risks; discuss why advertisers try to influence us; talk about how to be a 'critical consumer'; identify how we can compare the value for money of different products; discuss how we can make a budget; consider why people borrow money and get into debt; explain what tax is and the ways we pay it.
- **Britain**
  - identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.
  - describe what it is like to live in Britain; talk about what democracy is; talk about what

- rules and laws are; talk about what liberty means; describe a diverse society; describe what being British means to them, describe the benefits of living in a diverse and multicultural society; understand why democracy is important; identify how rules and laws help them; identify the rights of the British people; describe what being British means to others
- talk about the range of faiths and ethnicities in Britain; explain how and why laws are made; explain what a community is; discuss some roles of local government; describe the basic structure of national government; talk about the role of charities and voluntary groups in the community, identify ways of showing respect to people of all faiths and ethnicities; explain what it means to belong to a community; identify how laws help them; discuss local government in relation to democracy and human rights; discuss national government in relation to democracy and human rights; identify how charities and voluntary groups help meet the needs of all people in the community.
- Respecting Rights
  - know that all people have rights; • understand that there are people who protect their rights; • know what to do if they don't feel safe; • talk about what respect means and how to show it; • identify ways in which people can be different; • explain what being fair means; • recognise that making a positive difference in school is important; School Council.
  - show respect for the rights of others; explain how to behave towards someone who is different from them; understand why it is important to be fair; know how to make a positive difference in school and understand why this is important
- One World
  - Talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.
  - describe similarities and differences between people's lives; identify opinions that are different from their own; express their own opinions; recognise that their actions impact on people in different countries; know what climate change is; know there are organisations working to help people in challenging situations in other communities, give reasons for similarities and differences between people's lives; detail if they feel something is fair or not; give reasons for their own opinions; recognise how their actions impact on people in different countries; discuss climate change in terms of what it is and its effects; explain how organisations help people in need.

### **When / How**

At Denham Village School PSHE is a taught subject. PSHE is taught both as a discrete subject and through other subjects such as Science as well as being incorporated into some of our themed weeks such as 'Health and Safety' week which takes place in the autumn term. The PSHE curriculum has

been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

#### Managing difficult Questions and confidentiality

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment . To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

#### **Impact**

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

#### **5. Roles and Responsibilities**

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

## **6. Monitoring, evaluation and training**

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

## **7. Working with parents**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the Relationships policy and Sex education policy. Appendix 1 shows what is being taught by year group.

We have an open door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

## **Useful information for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## **8. Linked policies**

Safeguarding

Anti - Bullying Policy

Relationships Education Policy

Sex Education Policy

## 9. Policy development

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. The policy was written by the Headteacher in consultation with all stakeholders and shared with staff pulling together all relevant information including relevant national and local guidance / guidance from the BCC Public Health PSHE lead. All school staff were given the opportunity to look at the policy and make recommendations. Parents and any interested parties were invited to offer their thoughts and views on the draft policies.

### Appendix 1

#### Reception

Autumn Term	Making Relationships (Relationships )  Health and Self-Care (Health & Well-Being)
Spring Term	Self-awareness and confidence (Health & Well-Being)
Summer Term	People and Communities (Living In The Wider World)

#### PSHE & Relationships Cycle A

	Year 1/2	Year 3/4	Year 5/6
Autumn Term	<b>Aiming High</b> (Health & Well-Being Y1)  <b>Safety First</b> (Health & Well-Being Y2)	<b>Aiming High</b> (Health & Well-Being Y3)  <b>Safety First</b> (Health & Well-Being Y4)	<b>Aiming High</b> (Health & Well-Being Y5)  <b>Safety First</b> (Health & Well-Being Y6)
Spring Term	<b>Be Yourself</b> (Relationships Y1)  <b>One World</b> (Living In The Wider World Y2)	<b>Be Yourself</b> (Relationships Y3)  <b>One World</b> (Living In The Wider World Y4)	<b>Be Yourself</b> (Relationships Y5)  <b>One World</b> (Living In The Wider World Y6)
Summer Term	<b>Money Matters</b> (Living In The Wider World Y1)  <b>VIP's</b> (Relationships Y2)	<b>Money Matters</b> (Living In The Wider World Y3)  <b>VIP's</b> (Relationships Y4)	<b>Money Matters</b> (Living In The Wider World Y5)  <b>VIP's</b> (Relationships Y6)



## PSHE & Relationships Cycle B

	Year 1/2	Year 3/4	Year 5/6
<b>Autumn Term</b>	<b>It's my body</b> (Health & Well-Being Y1)  <b>Growing Up</b> (Relationships Y2)	<b>It's my body</b> (Health & Well-Being Y3)  <b>Growing Up</b> (Relationships Y4)	<b>It's my body</b> (Health & Well-Being Y5)  <b>Growing Up</b> (Relationships Y6)
<b>Spring Term</b>	<b>In a TEAM</b> (Relationships Y1)  <b>Think Positive</b> (Health & Well-Being Y2)	<b>In a TEAM</b> (Relationships Y3)  <b>Think Positive</b> (Health & Well-Being Y4)	<b>In a TEAM</b> (Relationships Y5)  <b>Think Positive</b> (Health & Well-Being Y6)
<b>Summer Term</b>	<b>Britain</b> (Living In The Wider World Y1)  <b>Respecting Rights</b> (Living In The Wider World Y2)	<b>Britain</b> (Living In The Wider World Y3)  <b>Respecting Rights</b> (Living In The Wider World Y4)	<b>Britain</b> (Living In The Wider World Y5)  <b>Respecting Rights</b> (Living In The Wider World Y6)

## Appendix 2

DEF information from statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Health education (the DfE has not separated this into Primary and Secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

DfE Guide for parents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

Please note these are available other languages (Urdu, Somali , Arabic)

