



## Harborne Primary School

# Personal, Social, Health and Economic Education, including Relationships and Health Education Policy

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Signed by:

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Headteacher

Date:

04/03/25

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Chair of governors

Date:

04/03/25

This policy covers our school's approach to Personal, Social, Health and Economic (including Relationships and Health) education.

The aims of this policy are to:

- Outline what PSHE and RHE is
- Set out the expectations of PSHE within Harborne Primary School

- Outline how PSHE will be delivered in school
- Ensure that all members of our community understand how we can support our children in becoming valued members of society.

### **Definitions:**

**Personal, Social, Health and Economic Education (PSHE)** is a planned sequence of learning through which children acquire the knowledge, understanding and skills they need to 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. It also promotes their spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

From September 2020, it has been a legal requirement to teach **Relationships and Health Education (RHE)** at primary school and parents do not have a legal right to withdraw their child from teaching on these subjects. Our chosen PSHE programme (Twinkl Life) includes and builds on the statutory RHE content outlined in the national curriculum.

In addition to PSHE and the requirements of the National Curriculum in Science, our school teaches an additional, non-statutory **Sex Education** lesson in Year 6 entitled 'How babies are made' - please see the section entitled 'Sex Education' for more information on this.

### **Aim:**

Our school's overarching aim is for all children to feel valued and respected, and to see themselves as important and useful citizens who can participate in and impact positively on the world around them.

Our PSHE (including RHE) curriculum reflects our school philosophy and ethos to encourage the following values:

1. To value children as individuals: celebrating their achievements and supporting their individual needs within a framework of equal opportunities.
2. To provide opportunities for social, moral, spiritual and cultural development so that children value and respect their own and other cultures.
3. To encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment.

### **Rationale:**

Twinkl Life's PSHE resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the

Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

### **Intent, Implementation and Impact**

#### **Intent – what are we trying to achieve?**

Twinkl Life's PSHE scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others to promoting strong and positive views of self. Twinkl Life PSHE units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

#### **Implementation – how do we translate our vision into practice?**

Twinkl Life's PSHE scheme of work is designed to be taught in thematic units. These units are taught in a spiral curriculum that revisits each theme every two years, enabling children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. An overview of the PSHE curriculum can be found on the school website. Lessons also signpost key words, building a rich vocabulary to develop understanding. Twinkl Life's PSHE units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities – which are inclusive of all children, including those with SEND - enable pupils to build confidence and resilience. Children are given opportunities for self-reflection and reflective learning, which allow teachers to evaluate and assess progress. Teachers will record and track pupil progress in line with our wider school assessment policy.

#### **Impact - what impact do we want our PSHE curriculum to have on pupils?**

Twinkl Life's PSHE scheme of work provides schools with an effective curriculum for wellbeing. Children are enabled to 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 everyday interactions, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE 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. Successful PSHE 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 successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE scheme of work is used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes, aiming to ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

### Delivery of PSHE

PSHE (including RHE) will be taught in class groups by their teachers using the Twinkl Life scheme of work and our high-quality and effective planning and delivery of PSHE is underpinned by recommendations from the PSHE Association. We allocate weekly curriculum time to PSHE education, and our provision is further enriched by whole school assemblies, circle times and whole-day celebrations (e.g. Children's Mental Health Day). Ground rules are established in classes to ensure that pupils feel comfortable and safe, and teachers consider the age, ability, readiness and cultural backgrounds of children to ensure that lessons are inclusive. Distancing techniques such as a question box may be used to ensure that pupils' questions are answered sensitively and appropriately. Our school community comes from a wide and diverse society. At HPS we value and celebrate this rich diversity, learning that we have a responsibility to respect all cultures, faiths and families equally.

In Years 5 and 6 – in line with the National Curriculum for Science - pupils will be taught about the changes related to their own bodies and those of the opposite sex, how to manage these changes and where to get help at home and school. Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated. Teachers also provide a Q&A session in single sex groups via a question box. The resources and materials used are appropriate for each year group and enhance the learning.

### Answering Difficult Questions

If a pupil asks a difficult question outside the remit of our scheme of work, staff will consider whether to respond individually or inform parents for further discussion at home. When answering pupils' questions, we will be mindful of their level of maturity and understanding. Where possible, pupils will be encouraged to use the question box approach (which can be used as a distancing technique to prevent over exposure to concepts outside of the learning objectives). Any concerns raised will be discussed with a senior leader or Designated Safeguarding Lead, (DSL), depending on the concern.

### Use of External Providers

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

### Sex Education (Year 6 only)

At Harborne Primary, we believe that in order to further the aims and objectives outlined above, and to support transition to secondary school, it is necessary to provide our oldest children with a further non-statutory sex education lesson, in addition to the lessons that are mandatory under the national curriculum for science. This lesson will support Year 6 children to understand 'How a baby is made' within the wider context that commitment and friendship are important in a positive relationship. The lesson will be taught in a sensitive and age-appropriate way, giving children opportunities to ask questions to a trusted adult in a safe environment. Parents will receive a letter communicating the content of this lesson prior to it being taught.

As this learning objective is non-statutory, **parents may withdraw their child from this lesson only.** They must speak to the class teacher or year group leader in the first instance to discuss any issues. If they still wish to do so, they can apply in writing to the Head Teacher to withdraw their child.

### **Areas of Responsibility**

#### **Head Teacher and Governors should:**

- Ensure the framework is followed
- Work with the PSHE Subject Leaders to determine the content of this policy and ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

#### **PSHE Subject Leaders should, in partnership with the Head Teacher:**

- Monitor the standard of children's work in PSHE and the quality of teaching through work samples and discussion with pupils
- Evaluate strengths and weaknesses of the subject and indicate areas for further improvement
- Support colleagues in their teaching of PSHE by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

#### **Teaching Staff should:**

- Implement this policy with the guidance of senior leaders and subject leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of PSHE in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of all pupils, following the school's usual procedures

### **Safeguarding and Confidentiality**

Pupils will be informed that, as with any other safeguarding issue, confidentiality cannot always be assured, and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding policy).

### **Policy Development and Consultation**

*This policy has been developed by our school's PSHE curriculum leaders alongside the school's senior leadership team and governing body. This has been achieved through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to other related policies (a summary of which can be found at the end of this policy). This policy is available to view on the school website and we are committed to working with parents and carers to ensure that they are aware of what is being taught - we encourage parents and carers to contact the school with any queries or questions.*

### **Monitoring and Evaluation of this Policy**

*This policy will be reviewed at least every two years by the PSHE Leads and ratified by the Senior Leaders and the school governing body. They will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. The policy will be communicated to all staff and governors and made available on the school website.*

### **Other related documents & policies:**

- *Cross reference to other related Harborne Primary School policies; SEN Policy, SEN Information Report, Science Policy, RE Policy, PE Policy, Equality Policy, Prevent Policy; Assessment, Recording and Reporting Policy*
- *Education Act 2011*
- *Keeping Children Safe in Education 2024*
- *Working Together to Safeguard Children 2023*
- *Equality Act 2010*
- *Science National Curriculum KS1 & KS2*
- *Children and Social Work Act 2017*
- *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*
- *OFSTED School Inspection Handbook 2024*
- *Relationship & Health Education Statutory Guidance 2019 (DfE)*
- *United Nations Convention on the Rights of the Child*