



**ALLENDALE PRIMARY SCHOOL**  
**PSHE POLICY**  
**(INCLUDING RELATIONSHIPS EDUCATION)**

### **Rationale and Ethos**

At Allendale Primary School, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Allendale Primary's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Our school's overarching aims and objectives are to provide the best possible education for all pupils in our care, recognising their unique gifts and personalities and seeking to promote excellence in both behaviour and learning. We aim to nurture the whole child, inspire them to be the best they can be and achieve their goals.

Our school is a community in which all are valued as individuals. We strive for our children to feel safe, enjoy school and become enthusiastic lifelong learners who have high aspirations and goals. We teach and model the values of respect and empathy for all members of our community and wider society. Our aim is to prepare our pupils with the necessary skills, knowledge and understanding they will need to thrive academically and personally and contribute positively to wider society.

We do not have an ethnically diverse community so it is our duty to educate our pupils to celebrate and respect differences, whatever form these may take. Our PHSE themes promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Relationships Education**

Relationships Education is complemented through our PSHE Skills Map. Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults' By teaching pupils how to stay safe and healthy, and by building self-esteem, resilience and empathy, we aim to tackle barriers to learning, raise aspirations and improve life chances. Our PSHE curriculum includes the statutory guidance on Relationships and Sex Education ensuring that our children are taught the skills they need to form healthy relationships. Central to our PSHE curriculum is pupil (and staff) wellbeing. As a community, we value creating strong attachments with our

pupils; creating a safe and secure environment for learning. Pupils are taught strategies to manage their mental health and wellbeing during PSHE lessons, through assemblies and Zones of Regulation.

### **What is the purpose of Relationships Education in our school?**

This policy complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Pupils and Social Work Act 2017. From September 2020 Relationships Education and Health Education is compulsory for all primary pupils. As a school, Allendale Primary School supports the DfE's recommendation that all primary schools should have a sex education programme and that it is tailored to the age and maturity of its pupils. As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of our PSHE and citizenship curriculum. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age. Allendale's Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from RSE and that child will go to another class for the duration of the lesson.

### **Roles and Responsibilities**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

## **Legislation (Statutory Regulations and Guidance)**

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

At Allendale Primary School, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important to ensure that the PSHE curriculum meets the needs of every pupil under the Equality Act of 2010.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

## **Curriculum Design**

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the needs of pupils, not only through the Skills Map progression, but through our wider curriculum offer.

At Allendale Primary School, our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the children. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

In KS1 and KS2, our curriculum is based upon the PSHE Association Questions Based model. We also supplement this with the Friends Resilience Programme and

other relevant resources which may respond to a need for a particular group of pupils, such as NSPCC and Operation Encompass resources.

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

### **What are our intended outcomes?**

The learning outcomes of our curriculum are to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- Keeping themselves safe on and off line
- Economic understanding and citizenship

We intend to listen to all our community and their voice will help to shape the ever adapting PSHE curriculum for Allendale Primary School to meet the children's needs.

### **Monitoring, Reporting and Assessment**

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires. PSHE education is reported to parents in end of year reports. The PSHE Co-ordinator will meet annually with the PSHE Governor to report and update on PSHE education.

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress. This will be achieved by matching pupil outcomes with the Skills Map for PSHE.

### **Teaching Responsibility and Staff Training**

PSHE has a designated Co-ordinator and a Governor that will regularly monitor the subject and attend CPD when available.

For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson.

## **Roles and Responsibilities**

### **The Governing body**

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation. There is a named governor for PSHE who will monitor the policy and curriculum delivery.

### **The Headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE. The Headteacher also ensures that members of staff are given opportunities to access any relevant CPD or training sessions so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors and reports to governors on the effectiveness of the policy.

### **Staff**

- All staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

### **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### **SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE Education (RSHE) learning which meets their needs. Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others.

## **Safeguarding**

At Allendale Primary School we understand that by nature certain subjects may carry an increased risk of pupil disclosure. In cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education will be followed. In all other cases concerns will be recorded on a Safeguarding concern record which is to be retained securely by the Headteacher, and pupils will be supported by a relevant member of staff. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for pupils and/or their families.

### **Links to Other School Policies**

- Child protection/safeguarding
- Radicalisation
- Anti-Bullying
- Behaviour
- Relationships and sex education
- Online safety
- Drug education
- Attendance
- Inclusion
- School Visitors
- SEND

We will communicate with parents and carers through Allendale Primary School's website and Facebook Pages as well as letters to parents and discussions during parent meetings. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home.

Outside visitors are used to enhance the curriculum of SMSC overall. Visitors are required to follow the ethos of this policy.

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PSHE Policy  
February 2022

Review date  
February 2025