

PSHE Policy including Relationships and Health Education

Setting: St Christophers Academy

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DATE APPROVED:	March 2024
APPROVED BY:	SCA LGB
NEXT REVIEW DATE:	March 2026

Our School Vision:

We aspire to be a school...

- Where our children are keen to come and have an eagerness to learn.
- Where children can develop their friendships and learn the social skills and independence that will support them as they learn and grow,
- Which provides a nurturing and safe environment and where we understand that the emotional and physical wellbeing of our children is paramount if they are to learn effectively.
- Where we are good at identifying aptitudes and abilities in our children and do our best to develop them
- Where we put an emphasis on creativity, fun and enjoyment to inspire and motivate our children to learn.
- Where we challenge and extend our children's thinking and have the very highest expectations of what they can achieve.
- Where we enable children to develop their thinking skills so they may use them in new learning situations.
- Where we plan and deliver a curriculum that teaches children **how** to learn not just what to learn.
- Where we prepare children well for the next steps in their education.
- Where we support each other to carry out our roles as effectively as possible.
- Where we have a culture of learning and everyone is keen to develop themselves and develop positive attitudes to learning.
- Which is forward thinking, innovative and open to new ideas.
- Which is well thought of and plays an active part in the local and wider community.

Aims and Key Principles:

St Christophers Academy is committed to the promotion of the Personal, Social and Health Education (PSHE) for each pupil in our school. Besides intellectual development, we believe that much of what takes place in school contributes to the personal, social and emotional development of young people. Each pupil is educated within a safe, caring and structured environment, providing them with the knowledge, skills and understanding they need to become happy, healthy, independent, active and responsible members of society both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. By its very nature and with close links to our Values-based Education, PSHE permeates the whole curriculum, both formally and informally. Therefore, the lessons of this subject are not just confined to the classroom, but take place all of the time. All members of staff are responsible for the implementation of PSHE and our school works closely with pupils' families, carers and the community in order to promote the personal and social development of the pupils.

The Relationships 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 from September 2020. They also make Health Education compulsory in primary schools.

At St Christophers Academy, both Relationships Education and Health Education are delivered as part of our timetabled PSHE programme. Links are also made to these statutory aspects of PSHE through the delivery of our broad and balanced curriculum; opportunities to make connections to Relationships Education and Health Education are sought in other subjects such as Science, Computing and PE. In addition, both Relationships Education and Health Education continue to remain core elements of our Values-based Education.

The teaching of Relationships and Health Education is fundamental in providing all pupils with the ability to manage the challenges and opportunities of modern Britain. These subjects have been designed to equip all children with the knowledge to make informed decisions about their wellbeing, health and relationships, as well helping us to fulfil our duty to prepare them for a successful adult life.

What is Relationships Education?

The ethos of St Christophers Academy is firmly built on relationships and trust. Relationships Education puts in place the building blocks needed for children to form these positive and safe relationships, including with family, friends and online. Pupils at St Christophers are taught what a relationship is, what friendship is, what family means and who can support them. Relationships Education also creates an opportunity to explore positive emotional and mental wellbeing. In an age-appropriate way, our PSHE curriculum covers how to treat each other with kindness, consideration and respect.

By the time pupils leave St Christophers Academy, they will have been taught content on:

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

What is Health Education?

Health Education aims to provide all pupils with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Emphasis is given to the fact that physical health and mental wellbeing are closely interlinked; it is important to understand that good physical health contributes to good mental wellbeing, and vice versa.

By the time pupils leave St Christophers Academy, they 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 and prevention
- Basic first aid
- Changing adolescent body

Intended Pupil Learning Outcomes:

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Be safe, whilst living their lives seamlessly on and offline
- Make and act on informed decisions
- Communicate effectively
- Work cooperatively with others
- Be resilient, responding positively to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Explore issues related to our wider world e.g. environmental concerns
- Be tolerant, treating others equally regardless of their race, gender, religion, ethnicity or sexual orientation
- Become healthy and fulfilled individuals, both physically and mentally

Teaching and Learning:

PSHE is delivered through a wide range of activities and experiences across and beyond the curriculum. Whilst 'Stand-alone' PSHE lessons are timetabled across the school, specific links to Relationships and Health Education are also made in Science, Computing, PE and RE lessons. Furthermore, both our Values-based Education and PSHE programmes are underpinned by the same core principles.

Our tailored PSHE Programme ensures an emphasis is placed on active learning with discussions, investigations and problem solving activities offering opportunities for collaborative work. We invite members of the local community such as health workers, police, firemen, and members of religious places of worship into school to talk to the children about their role in creating a positive and supportive local environment.

Our established Investors in Pupils programme at St Christophers Academy aims to empower all pupils, ensuring they are involved in the key decision-making which contributes to the running of the school. Pupils are encouraged to develop responsibility and leadership in relation to their learning, behaviour, attendance and classroom management. In addition to our Investors in Pupils Ambassadors, our School Council representatives and Eco-School team members are also responsible for organising various activities and whole school fundraising events throughout each school year, further enhancing our PSHE Education.

Planned learning opportunities for classes and groups include:

- PSHE lessons which are planned by class teachers using the Scheme of Work and associated resources.
- Values-based Education lessons (ideas for activities and discussions in the Values Scheme of Work).
- Cross-curricular links including planned visits and trips
- Circle time (particularly for EYFS and Key Stage One)
- Classroom responsibilities/jobs (Year 6 prefects, School Council representatives, Eco-school members, Investors in Pupils Ambassadors)
- Investors in Pupils meetings
- Presentations/information shared by Eco-Team members
- Class Rewards for achieving class targets and individual targets (Investors in Pupils Programme)
- Visits from outside agencies: RSPCA, members of the emergency services, healthcare advisors
- Extra-curricular activities – including supporting the local community.

Whole School learning opportunities:

- Class assemblies with key themes e.g. Tolerance, Anti-bullying, Online Safety, Road Safety, Religious Celebrations
- Values-based assemblies
- Values-based Education themed days
- House Meetings
- Reward systems (stickers, house-points, House rewards, class Dojos, postcards sent home, Star of the Week, trips)
- Certificates and trophies for achievement (shared at termly Celebration Assemblies)
- Planned Focus Weeks – such as Walk to School, Road Safety, Healthy Lifestyle, Careers, Enterprise, Environment and Anti-bullying Weeks.
- School Council elections
- Charity events
- PTA and community events
- Drama performances and workshops
- Bikeability programme
- Residential visits where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership, teamwork and co-operative skills
- Adults acting as role models
- Implementation of related policies
- Codes of Conduct/School rules
- Pastoral support

PSHE Scheme of Work:

In line with guidance from the PSHE Association, our PSHE Scheme of Work has been tailored to meet the needs of our pupils at St Christophers Academy. The Question-based curriculum framework indicates what pupils are taught in each year group and in each half-term/term across the year, covering the PSHE Programme of Study in addition to the statutory Relationships and Health Education content. Our broad PSHE curriculum also covers the concepts of economic wellbeing, careers education and personal safety education, including assessing and managing risk. The Scheme of Work sets out learning opportunities for Key Stage One and Key Stage Two based on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The long-term overview from our PSHE Scheme of Work is displayed on the following page. The content to be covered for each year group is listed under the key focus question for each term/half-term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is the same and different about us? <small>Ourselves and others; similarities and differences; individuality; our bodies (including names of external genitalia)</small></p>	<p>Who is special to us? Ourselves and others; people who care for us; groups we belong to; families; different family structures</p>	<p>What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health</p>	<p>What can we do with money? Money; making choices; needs and wants</p>	<p>Who helps to keep us safe? Keeping safe in different situations; people who help us; dialling 999 in an emergency</p>	<p>How can we look after ourselves, each other and the world? Ourselves; the world around us; caring for others; managing change</p>
Year 2	<p>What makes a good friend? Friendship; feeling lonely; managing arguments</p>	<p>What is bullying? Behaviour; bullying; words and actions; respect for others</p>	<p>What jobs do people do? People and jobs; roles in the community; money; role of the internet</p>	<p>What helps us to stay safe? Keeping safe (including online); recognising risk; rules (e.g. fire safety, road safety, water safety)</p>	<p>What helps us grow and stay healthy? Being healthy; eating/drinking, exercising, playing and sleeping</p>	<p>How do we recognise our feelings? Recognising & describing a range of feelings; mood; times of change; loss and bereavement; growing up</p>
Year 3	<p>How can we be a good friend? Positive friendships; managing loneliness; dealing with arguments</p>	<p>What keeps us safe? Safety at home and in school; our bodies; hygiene; medicines & household products; online safety</p>	<p>What are families like? Families; family life; different family structures; caring for each other</p>	<p>What makes a community? A diverse community; belonging to groups; similarities & differences; respect for others; rules in society</p>	<p>Why should we eat well and look after our teeth? Being healthy; eating well; good oral hygiene; dental care</p>	<p>Why should we keep active and sleep well? Being healthy; maintaining a balanced lifestyle; keeping active; taking rest</p>
Year 4	<p>What strengths, skills and interests do we have? <small>Self-esteem; self-worth; personal qualities; goal setting; managing setbacks; resilience</small></p>	<p>How do we treat each other with respect? <small>Respect for self and others; courteous behaviour; safety, including online; discrimination</small></p>	<p>How can we manage our feelings? Feelings and emotions; expression of feelings; behaviour; seeking support</p>	<p>What can we learn about the world of work? <small>Money and work; different jobs and skills; job stereotypes; setting personal goals</small></p>	<p>How can our choices make a difference to others and the environment? <small>Caring for people & animals; the environment; shared responsibilities; making choices & decisions</small></p>	<p>How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk; peer pressure; online safety</p>
Year 5	<p>How will we grow and change? Growing and changing; physical & emotional changes in puberty; menstruation; external genitalia; personal hygiene routines; support with puberty</p>	<p>How can we help in an accident or emergency? <small>Keeping safe in different situations; basic first aid; accidents; dealing with emergencies</small></p>	<p>What makes up a person's identity? <small>Identity; personal attributes & qualities; similarities & differences; individuality; stereotypes</small></p>	<p>How can we communicate safely? Friendships; relationships; becoming independent; online safety; physical contact; keeping safe</p>	<p>How can drugs common to everyday life affect health? Medicines; drugs (legal & illegal); alcohol and tobacco; healthy habits</p>	<p>What jobs would we like and what decisions can people make about the money they earn? Careers; aspirations; role models; the future; money; making decisions; spending and saving</p>
Year 6	<p>How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility; healthy lifestyle; mental wellbeing; managing feelings; dealing with grief; seeking help</p>		<p>How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety</p>		<p>What will change as we become more independent? How do friendships change as we grow? <small>Changing friendships; Different relationships; changing and growing; adulthood; independence; moving to secondary school; how babies are conceived and born; contraception; responsibilities of a parent/carer</small></p>	

Materials and resources:

Our PSHE Scheme of Work contains links to resources which teachers use to support their teaching of each module. Many of these resources carry the PSHE Association's Quality Mark. Resources are updated on a regular basis in line with current research and educational developments. They are selected based on their appropriateness to pupils and their impact.

Early Years Foundation Stage (EYFS):

PSHE in the Early Years Foundation Stage is integral to the interconnected Areas of Learning and Development. It is taught through play and exploration (adult-led and child-initiated activities); active learning relating to topic work; creative learning which incorporates opportunities for critical thinking; and discussion through activities such as circle time. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals. See below for additional examples of how specific areas of the EYFS curriculum incorporate the teaching of PSHE Education.

EYFS Area of Learning and Development	Specific aspects relating to PSHE Education
Prime areas	
<i>Personal, Social and Emotional Development</i>	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
<i>Physical Development</i>	Health and self-care
<i>Communication and Language</i>	Listening and attention Understanding Speaking
Specific areas	
<i>Understanding the World</i>	People and communities The world Technology
<i>Expressive Arts and Design</i>	Being imaginative

Dealing with Sensitive Questions:

Teaching staff will attempt to answer any questions and concerns which arise from pupils in a sensitive, age and developmentally-appropriate manner. Individual teachers will use their skills and discretion in these situations. If necessary, they will liaise with the PSHE Coordinator or a member of SLT for further advice and support.

- Teachers should establish clear ground rules in collaboration with their classes before teaching about sensitive issues. These ground rules should be discussed and understood by all, modelled by the teacher and followed consistently. Examples of ground rules could include:
 - Respect privacy
 - Listen to others
 - No judgements
 - Right to pass (i.e. a question or discussion if a topic makes them feel uncomfortable)
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next PSHE lesson.
- Teachers should not be drawn into providing more information than is appropriate to the age or the developmental stage of the child.
- Teachers should listen to pupils but not lead or further question them, in line with the school's Child Protection guidelines.
- If a teacher is concerned about a pupil, the Safeguarding and Child Protection policies should be adhered to at all times.

Inclusion and diversity:

In order to ensure inclusion for all pupils, teachers will differentiate their planning, discussions and targeted questions to account for pupils' different social needs and academic abilities. Adaptations for children with SEND will be made in accordance with their individual support plans. High quality teaching will tailor content in order to take into account the ability, age, developmental stage, readiness and cultural background of each pupil. This includes those with English as a second language in order to ensure that the PSHE curriculum is personalised and fully accessible to all. Our PSHE Education programme is used as a vehicle to address and celebrate diversity and cultural differences.

Right to withdraw my child:

Relationships and Health Education:

You cannot withdraw your child from Relationships and Health Education because these elements of PSHE Education are statutory. It is important that all children receive this content, covering topics such as friendships and how to stay safe. These subjects represent a huge opportunity to help children develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment. Consequently, we believe these qualities will help young people to become successful and happy adults who make a meaningful contribution to society.

There are close links between the PSHE curriculum and the Science curriculum in all maintained schools which also includes content on human development, including the life process of reproduction in some plants and animals. The teaching of Science is mandatory; there is no right to withdraw from this subject.

Sex Education (Year 6 - Summer Term 2):

During the transitional phase before moving to secondary school, St Christophers Academy continues to effectively support pupils' ongoing emotional and physical development. Therefore, we have followed the Department for Education's recommendation that all primary schools should adopt a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.

You have the right to withdraw your child from the taught aspects of Sex Education which go beyond the National Curriculum for Science. Within the Year 6 Summer 2 topic, 'What will change as we become more independent? How will friendships change as we grow?', the Sex Education teaching points include the following:

- identifying the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how babies are conceived and born i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that there are ways to prevent a baby being made
- about the responsibilities of being a parent or carer and how having a baby changes lives.

Withdrawal requests should be made in writing to the Principal. Before making this important decision for your child, it is important to consider any social and emotional effects of being excluded from Sex Education, as well as the likelihood your child will hear their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Implementation and Management

The implementation of PSHE in school will be achieved both formally and informally. The common elements of the implementation of the policy should be:

- All school policies should reflect the principles of this policy
- Issues will be discussed both formally and informally with all members of the school staff, including non-teaching staff.
- There should be appropriate interaction between home and school.

Role of the Co-ordinator:

A member of teaching staff has responsibility for the implementation and resourcing of PSHE throughout the school. As part of their role, they will:

- Consult with and advise staff on the requirements of the National Curriculum
- Review and update the PSHE Education Scheme of Work regularly to ensure it reflects the principles of this policy.
- Monitor the teaching and learning of the subject regularly (learning walks, work in books and on display, informal discussions with teaching staff/pupils).
- Monitor the work planned to ensure equal opportunities for all children.
- Use the Monitoring Cycle to evaluate the progress of the subject, informing both subject and school development plans.
- Keep abreast of developments in the subject and therefore be a point of reference for other members of staff.
- Prepare information on the future needs of the subject to inform the school development plan
- Attend relevant courses and share expertise with staff
- Lead staff development sessions
- Share information with the governing body and parents when required
- Catalogue, maintain and organise resources within the school, ordering resources in consultation with other members of staff