

Branton Community Primary School Breamish Valley Community Nursery



P.S.H.E. including RSE

Personal, Social, Health Education.
inc. Relationships and Sex Education.

Policy February 2021

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- [Education Act 1996](#)
- [Education Act 2002](#)
- [Children and Social Work Act 2017](#)
- [DfE \(2019\) Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [DfE \(2020\) Keeping children safe in education \(KCSIE\)](#)

Key Roles and responsibilities

The governing body has overall responsibility for the improvement of the school's PSHE Policy.

The governing body has overall responsibility for ensuring that the PSHE policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The Headteacher has overall responsibility for reviewing the PSHE Policy annually.

The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy (to be found in the admin section of the [school policies page](#) on our website).

The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

The school will consult with the parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community. This will be done through sharing of the policy and the curriculum content – the Headteacher and Classteachers will make themselves available for any questions posed by parent/carers.

Staff and Governors have been consulted about the policy.

Children have the right to voice their opinions in assemblies and may use the boxes/monsters/jars in classes to share their opinions/concerns.

The school will work with parents as/if appropriate throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships education).

“Schools must consult parents in developing and reviewing their policy ... to ensure it meets the needs of pupils and parents and reflects the community they serve” pg11

Statement of Intent

At Branton and Breamish we teach Personal, Social, Health Education (PSHE) and Citizenship as a whole school approach. We believe this enables children to become healthy, independent and responsible members of society, who understand the importance of playing a positive part in society.

We encourage our children and staff to play a positive part in contributing to the life of the school and the wider community. This aids in their development of a sense of self-worth and belonging. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive respectful member of a diverse multicultural society.

We believe that the content of our curriculum should include relationships education that is age appropriate, important and relevant for our children. From early years our children will be taught in an age appropriate, progressive way, about:

- Healthy lifestyles and health eating
- Families and people who care for me
- Caring friendships
- Online safety and online relationships
- Internet safety and harms
- Being safe
- Mental wellbeing
- Physical health and fitness
- Respectful relationships
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First aid
- Being an independent and responsible member of the school and wider community
- Emotions, behaviour, choices, actions and consequences
- Skills for life
- British Values and acceptance

Policy updated 2nd February 2021

Period of consultation with parents.....

Ratified by the Governing Body.....

Date for review of policy.

What is PSHE education?

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The [national curriculum](#) also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

The [Children and Social Work Act 2017](#) also states that children should learn about

- safety in forming and maintaining relationships,
- the characteristics of healthy relationships, and
- how relationships may affect physical and mental health and well-being

and the education is appropriate having regard to the age and the religious background of the pupils.

How does PSHE education help schools to meet their statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)).

In the latest version of [Keeping Children Safe in Education](#) 2020 it states that there are

Opportunities to teach safeguarding

93. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

94. This may include covering relevant issues for schools through **Relationships Education (for all primary pupils)** ... and Health Education (for all pupils in state-funded schools) which was made compulsory in September 2020.

(Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.)

Relevant issues which may be covered in PSHE education include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation.

The [Equality Act 2010](#) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep

protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- promote children and young people's wellbeing (defined in the Children Act 2004 as '*the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.*'))
- promote community cohesion ([Education and Inspections Act 2006](#); [Education Act 2002](#)).

RSE (Relationships and Sex Education)

The Government updated guidance on RSE in the document [Relationships Education, Relationships and Sex Education, Health Education Guidance 2019](#) which was to become statutory from 2020 but was delayed due to the Coronavirus Pandemic.

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy." (Secretary of State Forward Pg 4)

Delivery and Teaching Strategy

Whenever possible RSE will be taught as part of a planned cross curriculum approach and when appropriate as part of a planned developmental PSHE education programme appropriate to the age of the children. Within the guidance ([Relationships Education, Relationships and Sex Education, Health Education Guidance 2019](#)) it states

"104. Relationships Education, RSE and Health Education complement several national curriculum subjects. Where schools are teaching the national curriculum, they should look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum"

"106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty."

"114. Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community."

British Values

The primary curriculum provides many opportunities for discussing and promoting British values. PSHE and RE are two areas that may facilitate teaching and debate about British Values. There are natural connections between this and the British values around mutual respect. The PSHE curriculum may involve discussions about friendship and how we treat our friends, about respecting people as individuals with their own faiths, beliefs and values. We also use assemblies and collective worship sessions to address how British values are relevant to all our pupils.

SMSC (Spiritual, Moral, Social and Cultural) Education

The Department for Education (DfE) says that every state-funded school must offer a curriculum that is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Archived guidance states that –

All National Curriculum subjects provide opportunities to promote pupils' SMSC development.

Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship.

The Prevent Duty

The PSHE curriculum can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. Government guidance is clear that schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For our early years children, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Zoe Ryan
Headteacher
February 2021