



RSE AND HEALTH POLICY

Personal, Social, Health and Economic / Relationships and Sex Policy

Aims of PSHE and RSE Education

At Hatton Hill Primary School, Personal, Social, Health and Economic education (PSHE) and Sex and Relationships Education (RSE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order to prepare young children for their future; it is vital that they are equipped with the skills that will enable them to become informed and independent citizens. Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive, healthy relationships and respect for others;
- To develop a resilient growth mind-set;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle, both physically and mentally;
- To develop online and offline safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;
- To form good relationships with other members of the school and the wider community;
- To understand the role of the family in their own development;
- To understand basic economic and financial education.

PSHE and RSE education in the National Curriculum

From September 2020, RSE and Health Education will be a mandatory part of our curriculum. We also believe that teaching children about key elements of PSHE is vital in order to fulfil Section 2.1 of the National Curriculum framework which states:

'Every state-funded school must offer a curriculum which 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'*

In addition, the DfE [guidance on PSHE education \(2019\)](#), emphasis that the subject is 'an important and necessary part of all pupils' education' and that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.'

Along with the National Curriculum framework, the DfE have published a consultation document in June 2019 to review the profile and statutory status of the Relationships Education element of the PSHE subject outlining that:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

This policy includes the requirements of the National Curriculum and the Relationships Education Consultation.

Organisation

PSHE/RSE at Hatton Hill Primary School is organised around 5 core and essential themes:

- Self and Relationships
- Respecting Others
- Healthy Lifestyles
- Keeping Safe
- The World Around Us

The themes are organised progressively so that each year the learning builds on the previous one as appropriate for the children's age and development.

Teaching and Learning

Our practice follows our Teaching and Learning Policy, adopting a range of styles and strategies to teach the PSHE Curriculum. We emphasise active learning by including the

children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, eg. Charity fundraising, the planning of special school events (such as assemblies and performances) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the School to talk about their role in creating a positive and supportive local community.

As part of RSE, pupils should be taught about the benefits of healthy relationships for family life and bringing up children. Whilst pupils should learn the significance of marriage and/or stable relationships as key building blocks of community and society, sensitivity needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Children are taught that family takes many forms. It is vitally important that children respect diversity and that our curriculum mirrors British Values and the diverse community in which the children live. Discussion will evolve in response to the children as individuals and the dynamics of each class.

PSHE is currently being taught discretely and is linked closely to the curriculum, school values and British Values.

Where possible, PSHE lessons are linked to topic based work to provide clear contextual links. (e.g. personal responsibility and environmental issues).

Additional themed weeks and charitable giving days are held on a termly basis – e.g. Mental Health Awareness, Children in Need and Anti-Bullying weeks.

Weekly assemblies are based on the core values and support the delivery of PSHE education.

Pupils are given opportunities to develop their personal and social skills through roles and responsibilities such as: school council members, sports leaders and playground buddies.

Puberty and Sex Education is taught in Year 5 and 6 only so that it is delivered at an age appropriate context and level, with puberty being delivered at Y5 and Sex education at Y6.

Assessment For Learning

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of their work each half term. We have expectations of what the pupils will know, understand and be able to do at the end of each year and at the end of Key Stage and this should be reflected in the self-evaluation completely half-termly. This is then kept in Record of Achievement files.

Equal Opportunities

We teach PSHE to all children, regardless of their ability. Our teachers provide opportunities matched to individual needs of the children.

Parents/carers and pupils can be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework.

Under the provision of the Equality Act 2010, schools must not unlawfully discriminate against age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics). Our PSHE/RSE teaching and learning will develop a culture in which difference is celebrated and staff will play an important part in modelling such behaviour.

Parental/Carer involvement

We believe it is important to have the support of parents and carers along with the wider community for the PSHE/RSE programme. However, it is compulsory that all children receive PSHE education.

Parent and carers can only withdraw their child from lessons which directly teach the children about sexual intercourse. It should, however, be noted that children will be taught about reproduction system and how their bodies work as part of the science curriculum.

It is important that parents and carers talk to staff if they have any worries about the content of our curriculum, particularly the RSE. Our prime concern is always to ensure that we send our children into the world with the knowledge they need to stay safe. This cannot be achieved in ignorance.