

## **Personal, Social, Health and Economic Education Policy including Relationship and Health Education**

*At Morden Primary School we see Personal, Social and Health Economic Education (PSHE) as being the core of all that we do. Statutory Relationship and Health Education is taught through our PSHE curriculum. Where appropriate aspects are taught within the Science curriculum.*

*We aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).*

### **The National Curriculum states:**

*All schools should make provision for personal, social, health and economic (PSHE) education, drawing on good practice. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) to provide a balanced and broadly-based curriculum.*

### **Introduction**

- From September 2020, PSHE is a statutory subject.
- The promotion of children's personal development (which includes social development) is a fundamental aspect of education and underpins all other learning.
- Through our curriculum, our school environment and our ethos, we promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships, based on respect for themselves and for others; at home, at school and in the community.

### **Aims of PSHE**

Through PSHE we aim to:

- develop confidence and responsibility in the children and enable them to make the most of their abilities;
- prepare children to play an active role as citizens in their local and in the wider world;
- ensure children to respect themselves so they develop a healthy, safer lifestyle;
- prepare all children to understand the positive and negative effects of social media;
- enable children to develop good relationships and respect the differences between people;
- ensure all children respect others whatever their beliefs, race or gender;

## **Learning environment**

- We will create a safe and supportive learning environment by having clear 'ground rules' and a confidentiality agreement that is understood by all adults and children.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, appropriate support will be put in place. Children indicate they need support through different methods. E.g. talking to an adult; showing a visual cue.
- This policy is informed by the school's safeguarding/child protection policy

## **The Teaching of PSHE**

The PSHE curriculum covers these 3 key themes:

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

Teachers will use a variety of teaching methods including the use of circle time and active engagement sessions to enable children to develop self-awareness, positive self esteem and the confidence to:

- Feel positive about themselves by having opportunities to show what they can do and how much responsibility they can take.
- Participate in the school's decision-making process, relating it to democratic structures and processes such as councils, parliament, government and voting.
- Make decisions about their own lifestyle and well-being, such as food, smoking, use of scarce resources, spending money and contributing to charities.
- Understand different relationships and the different roles within these relationships.
- Develop relationships through work and play.
- Consider the social and moral dilemmas that they come across in life, including online safety.
- Take responsibility for looking after the school environment; considering the needs of others, acting as a peer supporter, identifying safe, healthy and sustainable means of travel when planning their journey to school.
- Find information and advice.
- Prepare for change now and in their future lives.

The curriculum offers discreet themed days for Anti-Bullying and Internet Safety

Relationship and Sex Education (RSE) is not compulsory in Primary schools. However, Primary schools are required to teach the elements of sex education

contained in the PSHE and Science curriculum. At Morden Primary School, we teach RSE as set out in Appendix A of this document.

### **Cross-Curricular Links**

Wherever appropriate links with other subjects will be acknowledged and planned for, particularly in Literacy, Science, Geography, History, ICT, PE, D&T and R.E through particular issues within lessons and the use of vocabulary.

### **Online safety**

Some PSHE themes are taught through ICT lessons.  
The main topics of discussion on online safety at a pupil level are:

- Keeping personal information private.
- Age appropriate content.
- Online information accuracy and how to check.
- Social media safety and terms associated.
- How to deal with situations arising online.
- Being aware of the dangers.
- Identifying trustworthy people to discuss concerns with.
- Respectful online interactions.

### **Equal opportunities**

All children at Morden Primary School are given the same opportunity in PSHE, irrespective of race, or gender or other differences. (See the school Equal Opportunities Policies).

We will ensure that pupils with SEND receive access to PSHE through careful consideration given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted and Teachers and/or Learning support assistants working with individual pupils where required, and if appropriate.

### **Assessment**

In PSHE there are 2 broad areas for assessment:

- (i) Children's knowledge and understanding of the 3 themes (Health and Wellbeing, Relationships and Living in the Wider World).
- (ii) How children use their knowledge and understanding in developing skills and attitudes; through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

### **Monitoring and Evaluation**

- The implementation of the policy is the responsibility of the staff and will be monitored by the Subject Leader and the Headteacher.
- The Subject Leader monitors the PSHE curriculum through scrutinising planning, learning walks, monitoring children's work but predominantly through discussion with the children.
- All staff will be responsible for evaluating strengths and weaknesses in the subject, indicating areas for further improvement.

## **Race Equality**

We will promote race equality through promoting positive images; by challenging stereotypical images and by promoting the achievements in PSHE issues made by people from other cultures.

## **Whole School PSHE Initiatives**

- Assemblies which link to the same theme as the whole school;
- Half termly opening assemblies, taken by the Headteacher;
- Termly closing award assembly ceremonies for children who have met specific PSHE targets. These are chosen by the children.
- Key vocabulary on display in all classrooms.
- Nurture group at lunchtimes.
- Awards for kindness and their name to be on display.
- Support for vulnerable children at playtimes.
- JIGSAW4U
- Mindfulness activities

## **Parents and carers**

PSHE is strongest when there is communication and collaboration between school and home.

- We are committed to working with parents and carers.
- We will communicate with parents and carers through uploading the policy onto the school website.
- We will encourage discussion of topics at home by having information of what is being taught, half termly, on our website.
- Parents will not be allowed to withdraw their children from PSHE lessons, as it is a statutory subject.

## **RSE - Appendix A**

### **1. Aims**

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **2. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **3. Curriculum**

Our curriculum is set out as per Appendix B but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

### **4. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### **5. Roles and responsibilities**

#### **5.1 The governing board**

The governing board has delegated the approval of this policy to the Teaching and Learning Committee

#### **5.2 The headteacher**

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school.

#### **5.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

#### **5.4 Pupils**

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

## **6. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

## **7. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Leader through:

Monitoring children's work and pupil discussions.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Subject Leader and Headteacher annually. At every review, the policy will be approved by the Teaching and Learning Committee.

## **Appendix B: Curriculum map**

**Relationships and sex education curriculum map (see PSHE, Science and Computing progression map on the website for more specific detail)**

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn 2	PSHE: To learn the correct names for the main parts of the body of boys and girls, including external genitalia.
Year 4	Autumn 2	PSHE: To learn about the changes that happen at puberty.
Year 5	Autumn 1	SCIENCE: To understand changes experienced in puberty
Year 6	Autumn 1	PSHE: To develop knowledge about the changes at puberty ( <i>recap Y4</i> ) and to understand how humans reproduce.

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping personal information private.	What is personal information?	Why should I keep it private?	How do I keep it private?	What would happen if I didn't keep it private? How could this escalate and become a problem?	As I get older, what other information could be classed as personal information?	Identifying ways in which to deal with personal information being shared. Developing strategies to alert the correct people and to identify help.
Age appropriate content.	Do you like this website? Why do you like it?	How does this website make you feel? Does it look friendly?	What could I do if I didn't like this website?	If you saw an inappropriate website what could I do?	If something inappropriate came up on my screen how would I deal with it? Could I capture evidence to help make sure it doesn't happen again?	If something inappropriate came up on a screen how would I deal with it? Could I capture evidence to help make sure it doesn't happen again? Filtering, what is it and how can it help?
Online information accuracy and how to check.			Can I find the information on more than one site? Is the information consistent? If the information is consistent does this automatically make it correct?		Checking facts across different websites to make sure the content is consistent. Using visual prompts within webpages to evaluate credibility.	
Social media safety and terms associated.				Discussions on age limits and why these exist.	Discussing the dangers and the security setting available. Looking at technology outside of school which they may not see as "social" like online gaming.	
How to deal with situations arising online.	Who could I tell if something came up on my screen that I didn't like? What would I do if it happened at school/home?		Procedures, such as turning the screen off to preserve the evidence, talking to trustworthy adults on how it made me feel and how we can stop it from happening again.		How to use screen shots on a variety of devices for evidence. Thinking through actions preceding the event to stop it from happening again.	
Being aware of the dangers.	General discussions about dangers of using devices online, what are the potential dangers? Why should we discuss them? Why should we be aware of them? What do we do as a school to help keep children safe online? What is the difference between online access at school compared to at home?					
Identifying trustworthy people to discuss concerns with.	Talking about trustworthy people within their social circles, family, teaching staff. Identifying the differences between friends and trustworthy "adults".			Identifying organisations that might be able to help with feelings and concerns. How cyber bullying is a police matter. Discussing other organisations that offer online safety advice and guidance.		
Respectful online interactions.			Looking at online communication through emails and collaboration. Being respectful and why this is important. Digital footprint and how it can affect lives.	Looking at copyrights and legal ownership of online content and what we can use in our own work. How Blogging and vlogging need to be respectful and create a good image.		