



PSHE (including HRE) Education

All schools must provide a broad and balanced curriculum that meets the needs of all pupils 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.

From September 2020, the teaching of Health and Relationship Education (HRE) at Primary School is compulsory and will sit alongside the Personal, Social, Health and Emotional Curriculum (PSHE) and Science Curriculum.

At Deepdale Community Primary School '*Respect for All*' underpins our PSHE Curriculum alongside incorporating the teaching of the statutory Health and Relationship Education (HRE) in line with the DFE Guidelines. These subjects are designed to equip children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for success in adult life.

Deepdale Community Primary School will not teach sex education.

Curriculum Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the Wider Curriculum
- Strive to be healthy
- Love language.

PSHE Statement of Intent

At Deepdale Community Primary School '*Respect for All*' underpins our PSHE Curriculum through helping children to understand themselves and respect the lives other people choose to live. The curriculum aims to prepare our children



to move with confidence from childhood into adulthood by supporting them through their physical, emotional and moral development, increasing their cultural capital and equipping them with the skills to make and maintain positive relationships, including those made online. We will develop the children's communication skills and increase the vocabulary that they will need outside of school so they have the confidence to say and do what is right, preparing them for success in adult life.

Implementation

The curriculum has been carefully mapped out to ensure that any sensitive topics are taught in an age-appropriate way by taking into account the emotional maturity and religious backgrounds of the pupils.

Our whole school approach covers all areas of PSHE for the primary phase including the statutory Relationships and Health Education.

Relationship Education

Relationship Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

The children will be taught what a relationship is, what friendship is, what family means and who can support them. Care is taken to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). In an age-appropriate way the curriculum will cover how to treat each other with kindness, consideration and respect.

The statutory Relationship Education guidance states that by the end of primary school pupils should know:

<p>Topic 1: Families and people who care for me</p>	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Topic 2: Caring friendships</p>	<ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



	<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
<p style="text-align: center;">Topic 3: Respectful Relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p style="text-align: center;">Topic 4: Online relationships</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p style="text-align: center;">Topic 5: Being safe</p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.

Health Education

Health Education aims to give the children 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.

The statutory Health Education guidance states that by the end of primary school pupils should know:



<p style="text-align: center;">Topic 1: Mental wellbeing</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
<p style="text-align: center;">Topic 2: Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • where and how to report concerns and get support with issues online. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
<p style="text-align: center;">Topic 3: Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
<p style="text-align: center;">Topic 4: Healthy eating</p>	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
<p style="text-align: center;">Topic 5: Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



Topic 6: Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Topic 7: Basic first aid	<ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Topic 8: Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

At Deepdale Community Primary School, puberty is taught as a statutory requirement of Health Education and covered primarily in the Autumn Term of Year 5. This unit is taught alongside the Science National Curriculum requirements 'Animals including humans – describe the changes as humans develop to old age' and 'Living things and their habitats – describe the life process of reproduction in some plants and animals (this does not involve human reproduction). These units are compulsory for learners therefore parents cannot withdraw their child/ren from these areas of the curriculum.

The table below outlines the three core themes that are delivered across the school; the learning broadens and deepens every year.

Health and Wellbeing	Pupils learn about: <ul style="list-style-type: none"> • Healthy lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping safe • Drugs, alcohol and tobacco
Relationships	Pupils learn about: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behavior and bullying • Safe relationships • Respecting self and others
Living in the Wider World	Pupils learn about: <ul style="list-style-type: none"> • Shared responsibilities • Communities • Media literacy and digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work and career



The curriculum outline has been designed using the following documents:

- Statutory Guidance – Relationship and Health Education
- PSHE Association Programs of Study
- PSHE Association ‘Question-Based Model’ Programme Builders
- Association of Muslim Schools (Overview)

For the full curriculum outline please see Appendix 1. This may be adapted as and when it is necessary to meet the needs of our pupils.

Timetabling the PSHE Curriculum

Allocated curriculum time is dedicated to PSHE weekly through discrete lessons in addition to the incidental opportunities provided to the class, individuals or whole school as in response to global events.

Differentiation/SEND, Equality and Diversity

At Deepdale Community Primary School, we recognise the right for all pupils to have access to a PSHE curriculum which meets their needs. Therefore, we will ensure that pupils with SEND receive access to PSHE through their own personalised curriculum if they are unable to follow the same curriculum through quality first teaching/additional support as all other children. Careful consideration is given concerning the level of differentiation needed, the age, development, cultural backgrounds and those with English as an additional language and in some cases the content or delivery will be adapted. We promote social learning and expect our pupils to show a high regard for the needs of others by demonstrating mutual respect. We will use PSHE (including HRE) as a vehicle to address diversity and equality for all by ensuring that we break down misconception and prejudices. Carefully chosen resources will be used to identify stereotypes, discrimination, inclusion and diversity.

Assessment in PSHE

As with any other subject, formative assessment will be used throughout the year to monitor pupil progress across all year groups. Evidence of the learning from each year group can be found in whole class ‘Big Books’. Baseline and End Point Assessments are planned for at the beginning and end of every unit.

Safe and Effective Practice

Key Principles for the teaching of PSHE (including HRE)

- We will provide a safe learning environment and reinforce the ‘ground rules’ before every lesson.
- Distancing techniques will be used to ensure teacher privacy i.e. not using personal examples.
- Staff will be supported by S.Pollard and the PSHE subject-leader team, when/as appropriate.
- Visitors and external agencies will be used in line with the school’s visitor’s policy where they will enhance the learning or bring expert teaching. These opportunities are highlighted on the whole school curriculum overview.
- Support for vulnerable pupils will be considered by the individual teachers with the support of the Learning Mentor Team and Senior Leadership Team.
- Child protection, safeguarding and confidentiality are paramount and any concerns will be immediately forwarded to one of the school’s DSLs.



- The teaching of PSHE (including HRE) will be developmentally appropriate, taking into account the children's age and maturity.
- Questions that arise during taught lessons can be put in an 'Ask-It Basket' with which the class teacher will determine the most appropriate course of action.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and learners alike, is vital. To enable this, it is important that 'ground rules' are negotiated and agreed at the beginning of the year and reinforced during every session.

The 'ground rules' agreed must include the aspects below, alongside more personalised guidance and be displayed in every class

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We respect each other's privacy

Teaching Sensitive Content

Sensitive content may arise in learning from real-life experiences that the children may be faced with both in and outside of school. Teachers will be prepared to handle personal issues that arise, to deal sensitively with, and to follow up appropriately any disclosures made. Content that we address that is likely to be sensitive because they have political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Answering Difficult Questions

At Deepdale Community Primary School we will enable pupils to raise anonymous questions through the use of the 'Ask-It Basket' in the classrooms. If pupils' questions are related to the current topic they may be answered by the class teacher (individually or as a class). On some occasions pupils' questions may be deemed not appropriate in a whole class situation therefore school will contact home to discuss the question asked and agree whether it will be answered by the parents or school staff.

If a safeguarding issue is raised, a DSL will be informed immediately and safeguarding procedures followed.

Training Staff

It is important that all staff delivering the PSHE (including HRE) feel confident, skilled and knowledgeable to deliver the curriculum effectively.

Continuing professional development will be provided through individual study, in-house CPD or external training courses.

Training includes:

- The curriculum overview – what to teach and when



- HRE guidance updates
- Sharing best practice
- The suitability and appropriateness of carefully chosen resources
- Managing sensitive issues / questions
- Safeguarding and child protection

Safeguarding

Throughout the Deepdale curriculum, children are equipped with the awareness and knowledge to keep themselves safe in many aspects of life, including promoting the values and mind-set that challenges extremism, supporting PREVENT.

Online safety is threaded throughout both Health and Relationship Education and compliments the learning taking place within the Computing Curriculum.

Teachers are aware that sometimes disclosures may be made during the sessions; in which case the schools safeguarding procedures must be followed immediately.

The Role of Parents/Carers

At Deepdale Community Primary School we consider the multicultural school community and understand and appreciate the diversity within. We recognise parents as the primary educators of their children and are committed in working collaboratively to build positive and supporting relationships through mutual understanding, trust and cooperation.

We will work closely with all parents/carers by:

- Informing parents/carers about the PSHE (including HRE) policy and practice.
- Answering any questions about the curriculum.
- Taking seriously any concerns that parents/carers raise about the curriculum content or the policy
- Seeking the vital views of parents/carers during the consultation of the curriculum and policy.

Monitoring, Reporting and Evaluation

It is the responsibility of the head teacher and PSHE subject-leaders to ensure that the staff and parents are informed about the PSHE (including HRE) policy and that the policy is implemented effectively.

The SLT liaises with external agencies regarding the school curriculum and ensure that all adults who work with the children are aware of the school policy, and that they work within the framework.

The Curriculum Committee of the Governing Body monitors our policy on an annual basis. The committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modifications.

The Curriculum Committee gives serious consideration to any comments from parents about the Curriculum, and makes a record of such comments.

PSHE provision and content will be monitored by the PSHE subject-leaders through looking at children's work, speaking to the children and reviewing the planning. All findings will be analysed and shared with the SLT.



Links to other policies

- Teaching and Learning Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- IT and Online Safeguarding Policy

Review:

This policy was written in April 2021.

This policy was reviewed following the consultation in July 2021.

This policy was reviewed in November 2023.

This policy will be reviewed in November 2024.

Sarah Pollard