

Personal, Social, Health Education (PSHE) Policy

Name of school: Duke Street Primary School

Date of policy: Spring 2025

Members of staff responsible for PSHE Education: Laura Partington

Line Manager (Member of SLT): Katie Parkinson

Review date: Spring 2027

1. How this policy was developed:

This policy was written by Laura Partington, PSHE Subject Leader, and developed in consultation with parents, teachers and other school staff, governors and the pupils at Duke Street Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health, Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Duke Street's PSHE provision supports our aims of providing a safe and secure learning environment, promoting self-discipline, moral values and self-esteem and working in partnership with parents to provide the best for each child, in order to get the best from each child. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

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Aims:

We firmly believe that a high-quality education in topics relating to pupils' health, personal well-being and social skills enables children to grow into healthier, more independent members of society, who act responsibly towards themselves and others. Through this, pupils are encouraged to play a positive role in contributing to the life of the school and their wider community, strengthening their sense of self-worth in the process. We teach our pupils how society is organised and governed beyond Duke Street. We ensure that the children experience the process of democracy and appreciate what it means to be a positive member of a diverse and multi-cultural society.

Intention:

Our curriculum is designed with the intention that pupils will develop vital skills needed for life, within the framework of our school's Core Values: Individuality, Community, Aspiration and Achievement, Resilience and Empathy. Pupils will also be equipped with secure knowledge of a wide range of topics related to health and well-being, as well as life in the community and all that this entails.

Implementation:

In order to achieve our aims and intentions, we as a staff utilise two main schemes of learning, My Happy Mind and SCARF from Coram Life Education. These are utilised alongside bespoke resources and planning developed by our own staff in order to deliver a high-quality and highly personalised PSHE curriculum for all of our pupils.

Pupils will receive weekly PSHE lessons, within their usual class environment, that have been planned and personalised by our staff, in order to cover both statutory and non-statutory objectives in PSHE.

Each week, pupils will complete a lesson through My Happy Minds. As the mental health and well-being of our pupils is of paramount importance, this lesson will take place first thing on a Monday where possible. This allows us to start the week on the right foot and also allows for conversations to take place throughout the week based on what we have learned.

These lessons will be split into 5 modules: Meet Your Brain, Celebrate, Appreciate, Relate and Engage. More information on My Happy Mind can be found on the parents' portal here: <https://myhappymind.org/pre-login/>

Pupils will also complete weekly lessons from our SCARF Curriculum covering a new topic each half term. The topics covered are: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing.

These units are designed to ensure our pupils receive high quality learning in both statutory and non-statutory elements of PSHE, including and Sex and Relationships Education. For more information of individual objectives, please see our PSHE Progression Document. We balance proactive planning with the occasional need for reactive provision, meaning that, if the needs of our pupils change suddenly, we adapt our planning accordingly to best support our pupils. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment, reminding pupils of the need to be sensitive and mature to the views of others. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's safeguarding procedures/child protection policy.

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Support is provided to children experiencing difficulties on a one-to-one basis, via our Nurture staff and outreach support team, following discussion and consent from parents where appropriate.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. It is our decision, at Duke Street, to adopt this practice and deliver these non-statutory lessons to year 6 only.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Inclusion:

Our lessons are flexible and allow for teachers, who are skilled in adapting curriculum content, to meet the needs of the children in their class and to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Duke Street acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

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Meeting the needs of pupils with SEND in PSHE:

As with all of our pupils, the learning needs of pupils with SEND are carefully considered when planning, delivering and assessing PSHE. Our lessons are adapted, where necessary, to allow all pupils to access the learning in meaningful ways. This is achieved through a range of strategies such as differentiated resources, visual prompts, adult support etc.

Opportunities are actively sought out to help all pupils prepare for adulthood through PSHE. These opportunities are, at times, especially important for pupils with SEND.

Impact:

The impact of our PSHE provision is that our pupils develop the knowledge and skills needed to keep themselves happy and safe, both inside and outside school. Pupils are given the opportunity to consider real-life scenarios and how to respond to adversity in a safe environment, thereby enabling them to make informed, healthy choices as adults.

Assessment and monitoring:

Progress in PSHE is assessed in a variety of ways. Due to the nature of the subject, progress may look very different from one pupil to another and from one day to the next. For this reason, formal assessments are not undertaken in PSHE, though teachers continually utilise a range of strategies to assess and promote progress. This can include pre-learning and post-learning evaluations, gathering pupil voice, engaging in class discussions and capturing pupils learning through a range of written or recorded outcomes.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. It is also the responsibility of the subject leader to report to Senior Leadership and Governors as required.

Parental concerns and withdrawal of students:

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child, the subject leader, along with Senior Leadership, will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that,

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should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. Ongoing communication with parents about what is planned to be taught and when, will be provided through Parentmail where appropriate, and through termly curriculum maps available on our school website. We advise parents to view the resources we share, in order to support them in carrying out their responsibilities relating to providing PSHE and RSE at home. It is valuable for a child's development to learn about its own families' values concerning relationships and sex alongside the information they receive at school.

Dissemination of the Policy:

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Laura Partington.

Policy Review and Development Plan:

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.

Sources of Further Information:

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following policies:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Anti-bullying policy
- DfE 'Keeping children safe in education' (2024)

Detailed information on the content of our PSHE Sessions can be found in the supplementary documentation on our school website.