



# **PRIMARY PSHE (INCLUDING STATUTORY HRE & SEX EDUCATION) EDUCATION POLICY**

**JUNE 2025**

**WRITTEN BY: AMY MCNEILL**

<b>School: <i>Golden Hill Short Stay School</i></b>				
<b>Person(s) responsible for implementation &amp; monitoring</b>	<b>Sarah Barrett (HT) and Amy McNeill (Subject Leader)</b>			
<b>Links to other relevant policies</b>	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour		
<b>Purpose</b> <p>This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.</p> <p>Amy McNeill (subject leader) produced it through consultation with the senior leadership team and staff at Golden Hill. We believe it is important because PSHE and HRE underpin everything our school believes in and this subject provides a core underpinning for our day-to-day school life and all of our other curriculum areas, in addition to specific PSHE lessons which we aim to deliver weekly.</p> <p>The policy will be available to parents and carers upon request or via our school website.</p>				
<b>Overall school aims and objectives</b> <p>At Golden Hill (Short stay) School we develop the potential of each and every child, empowering them and giving them the confidence to play a positive role in society as responsible citizens. We aim high and believe we can succeed. We work as a Team to ensure the very best outcomes for our children.</p>				
<b>What values will underpin this policy?</b> <p>Our programme promotes the spiritual, moral, cultural, mental and physical development of pupils. We promote values by:</p> <ul style="list-style-type: none"> <li>Delivering weekly values lessons, linked to a whole school theme of the week (discussed daily.) Our whole school Values are: Co-operation, Responsibility, Respect, Happiness, Friendship and Trust.</li> <li>Providing as many wider learning opportunities as we can, such as: Live Music experiences, School trips (climbing, outdoor adventure activities, farm visits, experience trips e.g shopping for ingredients to bake cakes for a sale), visitors in school linked to different curriculum areas, emergency services educational visits.</li> <li>Encouraging our pupils to be independent and to seek support if / when they need it.</li> <li>Providing opportunities for reflection during Daily Points Time and Social Breakfast sessions. This includes a restorative justice approach to dealing with any grievances the children may have.</li> </ul>				
<b>What are the aims and objectives of our PSHE programme?</b> <p>Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional, social and moral development, and helping them to understand themselves, respect others, form and sustain healthy relationships.</p>				

**How will we ensure the curriculum is relevant to our pupils?**

While promoting the values above, we will ensure the pupils are offered a balanced programme by delivering a weekly PSHE lesson in addition to covering some objectives within our daily activities (points time, zoned playtimes, social lunch and breakfast)

We understand that, being a PRU, the needs of our children change throughout the academic year as classes expand, change and develop with little notice and that our curriculum may be subject to change to accommodate this. We endeavour to deliver the statutory content in a broad and balanced way, although it may be necessary to repeat some objectives to accommodate the social, emotional, behavioural and academic abilities of our children at different times throughout the year. We also aim to cover some non-statutory objectives which we believe to be the most beneficial and important for our pupils, creating a broad and well balanced PSHE curriculum.

However, we recognised that the children at Golden Hill do not attend here from R-Y6 and that they will receive some teaching of PSHE in the schools that they attend before and after being at Golden Hill. This should ensure a broad coverage of all statutory objectives in addition to a broader PSHE curriculum by the end of Primary Education.

Our PSHE curriculum will be responsive to current affairs or incidents, which are relevant to our children in one or more cohort. For example, teaching one of lessons or sequences of lessons to respond to local tragedies (Manchester Bombing, local knife crime incidents etc) or to respond to PSHE needs within a class, which may include peer-peer issues, bullying, instances of violence or aggression, friendship issues, smoking or alcohol related problems and lifestyle choices.

**What are our intended outcomes?**

The learning outcomes of our programme will be that pupils will:

- Know and understand their rights and responsibilities both in school and in the wider world.
- Understand they have a right to be kept safe and where and how to ask for help if they need it.
- Understand they have a responsibility to behave appropriately, show respect and ask for help appropriately if necessary.
- Develop the skills of reliance, emotional literacy and independence, which will prepare them for life in the wider world.
- Receive a broad and balanced coverage of the statutory and non-statutory objectives for HRE.

### **Creating a safe and supportive learning environment**

- The school seeks to provide a safe, secure learning environment for HRE and PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
- The school seeks to ensure members of staff are role models for positive interpersonal relationships.

#### *We will create a safe and supportive learning environment by:*

- Creating Group agreements (rules). Negotiated with classes on an individual basis at the beginning of the academic year (or when a cohort changes) and used to create and maintain a safe learning environment for staff and pupils. Displayed in each classroom. Example: we will show respect to each other at all times.
- Creating and using 'Ask it Baskets' if and where appropriate for different cohorts of children. This both provides a safe platform for pupils to ask questions privately or anonymously and allows teaching staff to answer sensitive questions appropriately and thoroughly, in consultation with SLT and/or parents if appropriate. Some questions can be answered immediately and others will need to be addressed at a later time or date depending on the level of detail and nature of the answer required.
- Encouraging our pupils to share their opinions without prejudice or judgement from others, in a safe and secure learning environment.
- Ensuring staff model good 'distancing' by using general rather than personal examples to support teaching and encouraging the children to do the same. For example, using scenarios with fictional characters rather than describing personal life experiences.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by...

- *Providing time for 1:1 or small group discussion and feedback sessions.*
- *Phoning parents / carers to discuss sensitive or safeguarding issues, in consultation with SLT.*
- *Immediately informing DSL if there are safeguarding concerns.*

**SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through linking teaching and learning to appropriate assessments such as KLIPS / PIVATS if appropriate. Teaching and learning is differentiated where appropriate to suit the needs of individuals. The PSHE Association SEND objectives may be used to support teaching if appropriate for individual children or classes.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by using good manners, checking with adults before doing something if they are unsure and acting within the boundaries of the positive behaviour management system in place at our school.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all.

**How will we ensure that our equalities obligations are fulfilled?**

The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected through an inclusive PSHE programme of study, tailored to individual cohorts. We will assess the needs of different pupils by completing baseline and end activities suitable to the child's individual needs. This will take in to account age, gender, SEND, family, cultural, moral, spiritual and academic background in addition to social, emotional and mental health needs. Baseline activities may include things such as questionnaires, drawings, quizzes, group work, drama, sorting cards or continuum washing line style sorting activities. These activities may provide assessment opportunities for the start and end of a lesson or series of lessons, depending on the desired learning outcomes.

Refer to our school Equality Policy.

**How will we ensure inclusion and differentiate learning?**

We will identify pupils' different starting points by using a range of baseline assessment activities, suited to accommodate individual ability.

We will respect pupils' unique starting points by providing learning that is interesting, engaging and relevant to the child.

We will ensure that pupils with special educational needs receive access to PSHE education through differentiation, tailored programmes of work where appropriate and through additional adult support where required.

We will offer challenge to our more able pupils by differentiating learning challenges, providing opportunities for further learning and discussion and also through streamlining the cohorts if ability varies beyond what is reasonably manageable in order to meet the needs of each individual.

**DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education**

The statutory objectives will form the basis of our curriculum map. However, we will add to this with content we feel is relevant and necessary to the children at our school.

Due to the short-term placements of the children at our school, a spiral curriculum is not appropriate. Therefore, some curriculum content will repeat across school if necessary, to suit the changing needs of each class and cohort at that time. However, the recommended objectives set out by the PSHE Association will remain at the centre of our PSHE curriculum, wherever possible. Please refer to our curriculum map for more information.

**What is the purpose of Relationships Education in our school?**

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBTQ+ community through our Relationships curriculum.

**What are the aims and objectives of our Relationships Education programme?**

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

**What are our intended outcomes for Relationships Education?**

The learning outcomes of our Relationships Education programme will be that pupils will:

- know and understand that there are many different types of relationships which they or others may experience within their lives (positive and negative.)
- understand they have a right to feel safe and happy within any relationship and when and how to ask for help if they need it.
- understand they have a responsibility to take ownership of their own behaviour and accept consequences as a result of their own actions.
- Understand the need to treat everyone with respect, regardless of their choice in relationship e.g LGBTQ+ or relationships between people with different race, cultural, moral, spiritual, ethical or religious beliefs compared with their own.

**Key Principles:**

- Safe learning environment and group agreement.
- Distancing techniques such as the use of the Ask it Basket will help to provide both pupils and staff with the freedom to raise questions anonymously and to answer questions effectively and safely whilst preserving confidentiality and privacy for everyone involved. For younger children or those who it is most appropriate for, talking tins or feelings cards can be used to record questions for the Ask it Basket. Adults can also scribe for the child if necessary / appropriate.
- Pupils will understand that theirs and others safety and a right to privacy is a fundamental part of our curriculum.
- Staff will liaise with SLT and with one another if / when difficulties arise such as sensitive questions or topics. It is between individual staff and SLT how to proceed with difficult or challenging situations, such as a member of staff feels uncomfortable in teaching a particular aspect of the HRE curriculum or that a pupil's attitudes or behaviour towards a particular topic are negative or detrimental to the learning.
- Visitors used to enhance the HRE curriculum where appropriate. Staff will evaluate the effectiveness of visitors and feedback to make improvements. Visitors' aims will be linked to the curriculum.
- All lesson content will be appropriate for the children in terms of emotional and social development (this means that objectives will not always be in line with a child's chronological age.)
- Any safeguarding concerns arising in the lesson are addressed with a DSL as soon as is appropriate.

### **Relationships Education Curriculum**

Relationships Education is embedded within PSHE by using the recommended statutory objectives to plan and deliver effective teaching of relationships education, specifically in Autumn Term.

Planning and organisation of the curriculum is shared between SLT, the PSHE leader and class teachers and is based upon the needs of individual cohorts.

Differentiation and inclusion is at the centre of our PSHE curriculum and the needs of individuals, groups or classes will always be considered when planning the most effective relationships education. Lesson materials / resources /teaching methods are carefully considered to ensure the best possible teaching and learning experience for all children. 1Decision, Twinkl and the PSHE Association will aid in providing a broad and balanced curriculum.

Assessment will be ongoing and inform further teaching and learning opportunities. Evidence can be found within class Big Books or on the Seesaw App.

### **Sex Education Curriculum:**

**At Golden Hill, we believe it is important to teach Sex Education as part of a broad and balanced PSHE curriculum. Due to the nature of a PRU, it is not always clear what prior teaching and learning the children have experienced and it is not always possible to include all children in each lesson from the start of a unit to the end. With this in mind, our Sex Education lessons will be thoroughly planned and resourced in consultation with SLT, teachers and parents and delivered during a series of lessons in the latter part of Summer Term. The content of the lessons will differ year upon year to reflect the emotional and social maturity, SMSC and individual circumstances of the present cohort of children. A series of lessons will be planned, resourced and agreed with parents before any teaching takes place.**

*Should a parent wish for their child to be **withdrawn from Sex Education lessons**, they may request this by contacting the head teacher. However, **children cannot be withdrawn from lessons on Relationships and Health** because these areas are statutory from September 2020. Please ask school for further guidance on this if you require it.*

### **Statutory Guidance on Relationships Education**

#### **KS1& 2 Five Topics:**

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online relationships*
- *Being safe*

*At Golden Hill, the statutory objectives are divided up in to 3 main areas for discrete lessons (Health and Wellbeing, Relationships and Living in the Wider World.) Our focus will be on delivering the statutory requirements and enhancing these with additional objectives where appropriate. The PSHE programme of study will be used to aid planning and delivery.*



### **Working with Parents /Carers**

The policy and Curriculum Map are available to parents / carers through our school website. Paper copies provided on request.

A parental / carer consultation was conducted prior to the new curriculum implementation. Parents invited to share their views and notified about how they can contact school to discuss curriculum content if they wish.

Parents / Carers cannot withdraw their child from the Science Curriculum, which includes aspects of human development and cannot withdraw their child from the new statutory HRE curriculum from September 2020 (further guidance can be found at <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

Further discussion can held between the parent / carer and the head teacher / subject leader if necessary, depending on individual circumstances.

### **What are the aims and objectives of our Health Education programme?**

#### **Intent and implementation:**

Our programme aims to teach content on: • mental wellbeing • internet safety and harms • physical health and fitness • healthy eating • facts and risks associated with drugs, alcohol and tobacco • health and prevention • basic first aid • changing adolescent body.

Our Health Education aims to give our 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.

Lessons will be implemented discretely and as part of the wider school curriculum. Themed Weeks or Days may be used to teach some content, such as first aid or internet safety and harms.

This links to our whole school ethos:

At Golden Hill (Short stay) School we develop the potential of each and every child, empowering them and giving them the confidence to play a positive role in society as responsible citizens. We aim high and believe we can succeed. We work as a Team to ensure the very best outcomes for our children.

### **What are our intended outcomes?**

The learning outcomes of our programme will be that pupils will:

- know and understand their own mental and physical wellbeing, how to stay physically fit and healthy, how to create and sustain a healthy balanced diet, the facts and risks associated with drugs, alcohol and tobacco, basic first aid skills, the importance of prevention to support a healthy lifestyle and also about the changing adolescent body.
- understand they have a right to a safe and healthy lifestyle and how to ask for help if they require it.
- understand they have a responsibility to themselves to stay fit and healthy and take steps to improve their own wellbeing.
- develop the skills of creating and maintaining a healthy lifestyle, with appropriate help if they require it.
- develop the attributes of a physically and mentally well young person, with teaching and support.

### **Health Education Curriculum**

Health Education is embedded within PSHE by using the recommended statutory objectives to plan and deliver effective teaching of Health education, specifically in Autumn and Summer Term.

Planning and organisation of curriculum shared between SLT, the PSHE leader and class teachers and is based upon the needs of individual cohorts.

Differentiation and inclusion is at the centre of our PSHE curriculum and the needs of individuals, groups or classes will always be considered when planning the most effective Health education.

Lesson materials / resources /teaching methods carefully considered to ensure the best possible teaching and learning experience for all children. 1Decision, Twinkl and the PSHE Association will aid in providing a broad and balanced curriculum.

Assessment will be ongoing and inform further teaching and learning opportunities. Evidence can be found within class Big Books.

### **Statutory Guidance on Physical Health and Wellbeing Education (Health Education)**

#### **KS 1 & 2**

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body*

*At Golden Hill, the statutory objectives are divided up in to 3 main areas for discrete lessons (Health and Wellbeing, Relationships and Safety.) Our focus will be on delivering the statutory requirements and enhancing these with additional objectives where appropriate.*

**Timetabling PSHE education**

We allocate 1 hour per week curriculum time to PSHE education, which includes HRE statutory objectives.

Our PSHE education takes place as whole class or small group lessons, as appropriate.

Our PSHE education is provided by teachers on a weekly basis (taught lessons) and by all GH staff on a daily basis (e.g during points time, social breakfasts, Wellbeing Workshop)

Our PSHE education provision is mapped in line with the statutory objectives for HRE. Teachers have discretion about which objectives to cover at any one time, based on the needs of the children in their cohort at that time.

Our provision is further enriched by our school day (timetable slots allocated for social breakfast, points time 9x daily, zoned playtimes, Daily Meeting and Option / Comp.)

**Who will be responsible for teaching the programme?**

Amy McNeill and Sarah Barrett will lead the programme.

Class teachers will teach it.

It is supported by all staff at Golden Hill, specifically class TAs, under direction from the Class teacher.

The school will support members of staff delivering PSHE to access appropriate CPD by providing training as appropriate.

**The use of visitors to the classroom**

We will use external contributors to enhance a particular area of the curriculum, such as fire fighters to teach about fire safety or local football players and coaches to deliver lessons about racism and stereotyping linked to young people and sports.

We will ensure external contributors' input is part of a planned programme which it enhances by identifying the needs of the class. For example, a unit of work on drugs and alcohol for upper KS2 children, supported by the Police.

**Key Principles and Teaching Methodology**

The programme will be taught through a range of teaching methods, including practical, discussions, written tasks, games, challenges, videos and PowerPoint slides, worksheets, group and individual tasks.

We will ensure learning 'starts from where pupils are' by providing robust baseline assessments.

We will seek to understand pupils' prior knowledge by engaging in discussion with the pupils and by using relevant history e.g the background information from their previous school.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by using the group agreement and the heart of everything we do, providing a safe space for discussion which is free from blame or judgement.

We will ensure cross-curricular learning by working together to produce a whole school curriculum map.

**What topics will be covered and (broadly) when?**

Autumn Term: Relationships

Spring Term: Living in the Wider World

Summer Term: Health and Wellbeing

A spiral curriculum is not appropriate due to the short stay nature of our school.

**How will we assess this learning?**

We will assess pupils' learning through a variety of methods such as discussion, mind maps, quizzes, questionnaires, drawing or writing, card sorting or explanations to establish their baseline and their endpoint to show individual progress.

Photographs, writing, pictures, scribes or conversations with the child will evidence this. Evidence is recorded in the whole class Floor Book or on the seesaw app where possible. It is not possible to use numerical data or age related comparisons such as working towards ARE in PSHE. We believe it is important to use an individual child's baseline assessment as a starting point for teaching and learning, regardless of their chronological age. The suggested activities above are recommended by the PSHE association as good quality assessment tools for primary aged children, with a focus being on group discussions and relaxed activities rather than formal assessment in the form of a formal test or scoring system.

The PSHE Association:

There are many reasons why it is important that learning in PSHE education is assessed, including: • Pupils need opportunities to reflect on their learning and its implications for their lives. • Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs. • Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning. • Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact. • The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

**How will we involve and consult pupils?**

Pupils will be consulted via informal discussion with the staff in their class, such as about what they are worried or concerned about in their lives (relationships, safety and health and wellbeing related.)

The School Council will consult pupil views as and when appropriate.

**How will pupils' questions be answered?**

We will enable pupils to raise questions freely throughout lessons by joining in with discussions and teaching and learning. If pupils wish to raise an anonymous / private question, they can do so with Ask it Baskets in each classroom.

If pupils' questions are appropriate to answer immediately, staff will provide an answer. If they are not, pupils will be directed to put their question in the Ask it Basket and it will be answered later, in discussion with the SLT / parent if necessary.

If it is appropriate, school will contact home to agree whether the question will be answered by parents or school staff or jointly.

If a safeguarding issue is raised by an anonymous question, SLT will be involved in discussing the most appropriate next steps.

It is important children are given age appropriate and timely responses to the questions they have and so we will aim to return to the question and provide an answer in the most appropriate way in the shortest possible time.

**Monitoring, reporting and evaluation**

PSHE provision and coverage will be monitored through lesson observations, scrutiny of teacher planning, in liaison with teachers and SLT.

PSHE is reported on through termly Position Statements provided by the subject leader.

PSHE will be monitored by SLT and the subject leader and changes can be made where necessary.

The contribution of external visitors will be evaluated through a simple standard proforma.

The School Council will be given the opportunity to discuss their learning and raise any points to discuss in classes or with the appropriate adults.

**What is our policy on confidentiality?**

We will create a group agreement and remind pupils of this at the start of every lesson.

We will ensure confidentiality by adhering to the group agreement, working in line with the positive behaviour management system in place at Golden Hill.

Golden Hill recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs. Details will be provided for pupils as appropriate.

Where there is a concern for a child's welfare, the usual school safeguarding procedure will be adhered to.

**How will parents and carers be involved?**

We are committed to working with parents and carers. We will offer support by telephoning with concerns as / when they arise, developing and maintaining an approachable and positive relationship with all parents.

We will communicate with parents and carers through the Seesaw app daily and we will use the school-home text service / telephone to further communicate if necessary. Each child's parent is invited in to school once per term for a review meeting.

We will encourage discussion of topics at home by giving out appropriate information e.g about the NSPCC and how they can help.

**Other aspects of school life that contribute to PSHE education include:**

Opportunities to take responsibilities include being on the School Council, Theme of the Week, Daily complaints and nominations, addressing grievances with a positive approach.

Opportunities to participate include Daily points time, social breakfast, daily meeting, Options and Comp or The Wellbeing Workshop.

**Responsibility for the implementation of this policy.**

Key (PSHE/Personal Development) Governor Lindsay Timms.

Head teacher Sarah Barrett

Deputy Head-teacher Zaina Towers

PSHE Lead Amy McNeill

Teacher leading the Curriculum Linda El Kout

Teachers

Golden Hill staff

**Policy Review: Summer 2026**

Appendix to include documents referenced eg. Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019) as well as PSHE Association documents.