



# Princes Primary School

## **RELATIONSHIPS AND HEALTH EDUCATION POLICY (PSHE / PSED)**

**October 2024**

### **Introduction**

From September 2020, Relationships and Health Education (RSHE) became a mandatory part of the curriculum in all schools in England.

In the DfE RHE guidance (2019) the Secretary of State writes: ‘Today children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents 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 is why Relationships and Health education has become compulsory in all primary schools in England, (and Sex Education is compulsory in secondary schools).’

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-educationrse-and-health-education>

Whilst compulsory, ‘schools are free to determine how to deliver the content set out in the DfE guidance in the context of a broad and balanced curriculum’.

At Princes Primary School, Relationships and Health Education is delivered within our PSHE (Personal, Social and Health Education) / PSED (Personal, Social, Emotional Development) curriculum. Princes Primary School recognises and acknowledges that an effective PSHE/PSED curriculum which includes RSHE contributes to the overall wellbeing, health and safety of all pupils, which underpins our whole curriculum.

We believe that every child in our school has the right to an appropriate and meaningful PSHE/PSED/RSHE curriculum and emphasise the importance of considering the child’s needs, age, readiness, maturity and cognitive ability to all teachers delivering the subject.

### **Context**

Princes Primary school has over 214 children on roll, aged from 4 to 11. All children have an EHCP (Education Health Care Plan) and have Severe Learning Disabilities (SLD), Global Developmental Delay (GDD) or Profound and Multiple Learning Disabilities (PMLD). Most of the school population also have an additional diagnosis of ASC or ADHD. It is a multiracial and multi faith school taking pupils from a wide socio-economic area of Liverpool.

Our aim is to provide equal opportunities for pupils with SLD, ASC, sensory and additional physical needs, to access a broad and balanced curriculum. This should include bespoke

planning, delivery, assessment and recording to take account of the individual needs and learning styles of our pupils. For pupils with ASC, this has implications of their needs regarding the Diad of Impairment.

### **Principles of PSHE/PSED**

PSED is a compulsory part of the curriculum.

PSHE/PSED, along with self-care and independence skills, is taught to all pupils throughout the school. All pupils have equal access to the PSED curriculum regardless of age, ability, religion, culture or ethnicity.

PSED is taught across the curriculum, and where appropriate, e.g., as part of the semi-formal and formal pathways), as discrete sessions. Opportunities for PSED permeate the whole curriculum and the whole school day including informal times throughout the day, such as snack, dinner time and playtime.

PSED includes opportunities for learning within and outside the normal school day and so the pupil's home life plays an important role in supporting the development of skills and understanding. Partnership between home and school is very important for PSED. Communication between home and school is encouraged via dojo, email, phone calls, meetings and Annual Reviews.

PSED promotes the development of positive relationships.

Spiritual, Moral, Social and Cultural (SMSC) development and Fundamental British Values (FBV) are promoted through PSED.

Sex and relationships Education - if appropriate for individual pupils, and suitable elements of **SRE** would be taught after discussion with parents.

### **Aims Of PSHE/PSED.**

At Princes Primary School we believe that pupils should be encouraged to become as independent as possible to prepare them to enjoy being an active participant in society. Through PSHE / PSED, pupils develop awareness and understanding of themselves and others physically, emotionally and socially. They learn about keeping safe, keeping healthy and enjoying being active.

All teaching at Princes School is inclusive and accessible. Children receive a highly individualised approach to their learning, and this is applicable during the teaching of PSHE/PSED/RSHE.

Children at Princes school are grouped in terms of their ability and their learning style, and this impacts on the curriculum they receive. The whole school follows the Princes Primary school Curriculum Intent document, which is split into five pathways:

- Pre-Formal
- Pre-Formal+
- Semi-Formal

- Semi-Formal+
- Formal

This allows each child to receive teaching and curriculum delivery which is appropriate and meaningful to them, and which over time will allow them to progress across the pathways.

Assessment, using Earwig, uses a bespoke framework which is based on Early Years Foundation Stage Framework (including Making Relationships, Self-Awareness and Self-Confidence and Managing Feelings and Behaviour) and SCERTS, which focuses on communication, and emotional regulation (mutual and self-regulation).

### **PSED Curriculum Intent** (referring to Princes Curriculum Intent document)

- PSED: Pages 18-28
- Life skills: Page 29
- British Values: Page 70-71
- SMSC: Page 72-75

### **Teaching of PSED: Implementation.**

The delivery of PSHE/PSED/ RSHE at Princes Primary School is the responsibility of individual class teachers who will identify when children are developmentally and emotionally ready to access aspects of the curriculum. This will be overseen by the PSED curriculum team and Quality of Education Leads. Key aspects of PSHE/PSED/RSHE compliment other areas of the curriculum. Princes School recognises that the teaching of Communication, PE/PD Science (Understanding the world) and Computing (UW) can complement learning in PSED.

### **How do we plan and teach PSED?**

Teachers plan week by week to identify the learning intent and the next steps in line with our lateral progress scale. Activities are the vehicle to deliver the intent, very much based on the individual child's needs, and is highly likely to be reflected in the child's 'Crown' (one page profile).

### **What is Relationships and Health Education?**

Relationships Education focuses on developing awareness and understanding of what makes a positive relationship. This is explored in different contexts such as family, friends, community and the wider world. It also supports pupils to know when relationships are not positive and be able to seek out the help and support needed from someone they trust. It is also designed to explore the benefits and pitfalls of technology, especially social media, and being mindful of safety when engaging with people in different contexts.

Elements include:

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education focuses on learning how to have good mental and physical health and wellbeing.

Elements include:

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

Individual pupil pathways will reflect where a child is, in terms of working towards statutory statements.

**Other key areas to include in school life** (referring to Princes Curriculum Intent document)

Citizenship: Contributing to society

Fundamental British values (FBV) education overlaps with PSHE/PSED and is integrated through all curriculum and school life.

The areas for Fundamental British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs and for those without a specific faith.

**Spiritual, Moral, Social and Cultural learning (SMSC)**

SMSC is integrated throughout the curriculum but there are specific opportunities for development through PSHE/PSED and the RE curriculum. It underpins personal development across the school curriculum and links to FBV in promoting equality, understanding and celebrating the diversity of the school and wider community.

All pupils at Princes school are encouraged to contribute to activities that involve the whole school, and the wider community. Pupils, where appropriate have the opportunity to access class and whole school activities such as celebrating birthdays, special assemblies, Singing Hands and visitors to school such as musicians and performers. Pupils, families and staff participate in several fundraising activities and social opportunities. Princes school also takes part in national and international days of significance, such as Comic relief, Remembrance Day, a range of religious festivals and celebrations and themed weeks. These help our pupils to develop an awareness of the need of others and promotes a sense of caring.

Off site visits provide further opportunities to develop social skills and self-confidence. All pupils have the opportunity for visits within the local community which link to their individual pathway. Our Year 6 pupils are offered the opportunity to take part in residential visits.

In planning activities, teachers should be mindful of how to explore:

- Spiritual – Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.
- Moral- Recognising the difference between right and wrong and showing understanding of the consequences of their own behaviour and actions.
- Social -Developing social skills in different contexts and with different people. Understanding the need to follow social rules.
- Cultural – Developing some awareness and understanding of their own cultural heritage and that of others. Participating in different artistic, musical and cultural opportunities.

### **Evaluation and Assessment: Impact**

Learning and progress within PSHE/PSED/RSHE is monitored through evidence recorded on 'Earwig Academic' which includes photographic, video and observational evidence. This is used to track individual progress made and to identify appropriate next steps across the lateral progress scales and within the vocabulary of the Engagement model.

Progress is demonstrated through qualitative data and will be reflected in individual pupil case studies.

Progress is reported to parents through Yearly Reports and EHCP/Annual Review reports.

For terminology definitions of lateral progress scales and Engagement model, please refer to Princes Curriculum Overview document which can be found on the Princes School website and SharePoint.

### **Monitoring and Evaluation**

The PSHE Curriculum Team, Quality of Education Leads, Personal Development Lead and Senior leadership have responsibility for:

- Reviewing the policy and ensuring it complies with up-to-date DfE guidance.
- Ensuring the resources and materials used are appropriate and relevant for the pupils.
- Reviewing Princes Curriculum Intent document.
- Ensuring relevant information is given to all appropriate staff.
- Attending relevant CPD opportunities and delivering formal / informal CPD to staff.
- The teaching of PSHE/PSED/RSHE is monitored by the Headteacher and members of the Governing body.
- The teaching of PSHE/PSED/RSHE is monitored by the PSHE/PSED curriculum group.
- A senior leader has overall responsibility for the PSHE/ PSED strand of the curriculum.

The Behaviour and Attitudes Lead / team will liaise with the PSHE/PSED curriculum group and Quality of Education Leads to ensure consistency across the school.

The evidence and progress are monitored by Senior Leadership, PSHE/PSED co-ordinator, Quality of Education Leads and PSED monitoring group in accordance with the PSHE/PSED policy.

### **Governors**

Alongside their legal obligations the governing body of Princes Primary School will ensure that:

- All pupils are making progress, irrespective of their needs but in accordance with their level of development.
- The subject is well led, and planning is effective to ensure progress.
- The provision is regularly evaluated.
- Teaching is inclusive and accessible to all pupils.
- Clear information is provided to parents including curriculum content and their right to request their child is withdrawn from Sex Education.

### **Right to be withdrawn from Sex Education.**

According to the Department for Education,

‘Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE’ (DfE, 2020)

If a parent requests that their child is withdrawn from Sex education, the Headteacher will discuss this request with the parent and ensure their wishes and concerns are understood and aim to provide clarification. A record of any such request and conversation will be kept.

The Headteacher will automatically grant a request to withdraw their child from sex education, other than as part of the Science curriculum (DfE 2020).

### **Lesbian, Gay, Bisexual and Transgender.**

Princes School recognises that it is essential that the needs of all pupils are met. Equality and respect underpins all our teaching.

We ensure all our teaching is sensitive, appropriate and meaningful in its approach and content. Children learn through the delivery of the PSHE curriculum that relationships and partnerships can be between people of any gender.

### **Safeguarding.**

This policy and the teaching of PSHE/PSED/RSHE is in accordance with Keeping Children Safe in Education (Department of Education, 2020). Keeping children safe is at the heart of all our RSHE teaching. Children are taught about the importance of their safety including how to stay safe online. Children should be made aware of who they can raise a concern to, and how to do so. We recognise the importance of providing an environment within Princes School that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

### **Policy Approval and review.**

This policy is subject to the approval of the Governing Body of the school. It will be reviewed annually by the PSHE/PSED Curriculum team.

This policy has been written in accordance with the Department of Education guidance with additional support from the PSHE Association.

### **References**

Princes Curriculum Intent Document: <https://princesprimary.com/curriculum-2/curriculumoverview/>

Princes Curriculum Overview Document: <https://princesprimary.com/curriculum-2/curriculumoverview/>

PSHE Education Planning Framework for Pupils with SEND: <https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

Keeping children safe in Education 2024:  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Princes School Safeguarding Policy: <https://princesprimary.com/about-us/safeguarding/>

Positive Behaviour Support Policy: <https://princesprimary.com/about-us/policies/>

Online Safety Policy: <https://princesprimary.com/about-us/policies/>

RSE for disabled pupils and pupils with Special Educational needs: National Children's Bureau.