



Personal, Social, Health and Economic Education Policy (PSHE)

Relationships and Health Education policy

Version: **September 2023**

Ratified by the Board of Trustees: 27.09.23

To be reviewed annually: September 2024

Contents

1. Aims	3
2. Statutory requirements.....	3
3. Policy development	4
4. Definition	4
5. Curriculum.....	4
6. Delivery of RHE.....	5
7. Roles and responsibilities.....	5
8. Parents' right to withdraw.....	6
9. Training	6
10. Monitoring arrangements	6
11. The use of external organaistions and materials	7
12. Equal opportunities.....	8
11. Guidance used.....	8
12. Appendix 1: PSHE/RHE Curriculum map	9
13. Appendix 2:.....	13
14. Changes.....	16

1. Aims

1.1. Through our PSHE/RHE curriculum, we aim that our pupils will:

- Develop spiritually, morally, socially and culturally;
- Acknowledge and appreciate difference and diversity;
- Develop self-confidence and self-responsibility;
- Value themselves and others;
- Be, as much as possible, independent, responsible, and active members of the school and the local community;
- Learn to make informed choices;
- Be participants in a positive, democratic society;
- Understand what constitutes a safe and healthy lifestyle;
- To experience, form and maintain positive relationships;
- Understand and manage their emotions;
- Use the correct vocabulary to describe themselves and their bodies and are prepared for puberty;
- Have opportunities to consider issues which may affect their own lives and/or the lives of others;
- Acquire a wide and varied range of developmentally appropriate knowledge and skills that promote the three key themes of family, friendship, and safety.

2. Statutory requirements

- 2.1. As a primary academy we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- 2.2. PSHE is a fundamental core area addressed through all lessons however some elements are taught in PSHE/Healthy Living discrete sessions.
- 2.3. In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).
- 2.4. At Kingsbury Academy we teach PSHE/RHE as set out in this policy.

- 2.5. This policy was initially devised post consultation with parent/carers and wider stakeholders. Any changes to statutory content related to RHE will be consulted with all stakeholders.

3. Policy development

- 3.1. This policy has been developed in consultation with staff, parents, and stakeholders. The consultation and policy development process involved the following steps:
- a) Review - a member of staff pulled together all relevant information including relevant national and local guidance.
 - b) Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
 - c) Parental/Stakeholder consultation - parents/stakeholders were invited to feedback on the policy during the consultation period.
 - d) Ratification - once amendments were made, the policy was shared with the Board of Trustees and ratified.

4. Definition

- 4.1. At Kingsbury Academy PSHE/RHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, and personal identity. PSHE/RHE involves a combination of sharing information and exploring issues and values. It goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships.

5. Curriculum

- 5.1. Our curriculum is set out as per Appendix 1, this will be adapted and delivered through a developmentally appropriate offer with reference to the law.
- 5.2. We have developed the curriculum in consultation with stakeholders, taking into account the age, development, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

6. Delivery of PSHE/RHE

- 6.1. RHE is taught within the personal, social, health and economic (PSHE) education and Healthy Living curriculum. This curriculum is evidence based and designed around content derived from the PSHE Association
- 6.2. For more information about our PSHE/RHE curriculum, see our curriculum map in Appendix 1.
- 6.3. Relationship's education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe

7. Roles and responsibilities

7.1 The board of trustees

- The board of trustees will approve the PSHE/RHE policy, ensure it is up to date, have processes to assure its implementation and ensure the policy made available to all stakeholders.

7.2 PSHE/RHE Lead

- Lead the review of the PSHE/RHE policy.
- Ensure PSHE is taught consistently across the school.
- To ensure that resources utilised are relevant and appropriate to the needs of the pupils.
- Ensure that the staff have necessary skills, confidence, knowledge, and resources in order to deliver effectively.
- Develop and maintain an effective assessment and monitoring system.

7.3 Teachers are responsible for:

- Delivering RHE in a sensitive way

- Modelling positive attitudes to RHE
- Monitoring progress against learning outcomes
- Responding to the needs of individual pupils
- To communicate with parents when appropriate/necessary

Staff do not have the right to opt out of teaching PSHE/RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Subject Lead/ Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues/participating in activities related to PSHE/RHE, treat others with respect and sensitivity.

7.5 Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE/RHE programme for our pupils at the school. The PSHE/RHE we deliver is designed to support the important role of parents in this area.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

9. Training

Staff training on the delivery of PSHE/RHE is included in our continuing professional development calendar.

The PSHE/RHE lead will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of PSHE/RHE is monitored by Clair Nutt (PSHE Lead) through:

- Planning scrutiny
- Curriculum in Action Observations
- Learning Walks
- Moderation of pupil work

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

This policy will be reviewed by Clair Nutt (PHSE Lead) annually. At every review, the policy will be approved by the board of trustees.

11. The use of external organisations and materials

- 11.1. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
- 11.2. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 11.3. We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use.
- 11.4. Comply with The Teachers' Standards, The Equality Act 2010, The Human Rights Act 1998, The Education Act 1996
- 11.5. Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- 11.6. Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- 11.7. Review any case study materials and look for feedback from other people the agency has worked with Be clear on: What they're going to say and their position on the issues to be discussed.
- 11.8. Ask to see in advance any materials that the agency may use.
- 11.9. Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- 11.10. Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- 11.11. Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- 11.12. Remind teachers that they can say "no" or, in extreme cases, stop a session.
- 11.13. Make sure that the teacher is in the room during any sessions with external speakers.

11.14. We won't, under any circumstances: Work with external agencies that take or promote extreme political positions, use materials produced by such agencies, even if the material itself is not extreme.

12. Equal opportunities

12.1. All of the pupils are given the opportunity to take part in the Relationships Education or RSE programme regardless of their 'age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil-partnership, or sexual orientation (collectively known as the protected characteristics)'.
12.2 Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils, and their families.

13. Guidance used

- Statutory guidance: Relationships education, relationships and sex education (RSE) and health education (Sept 2021), Equality Act 2010 and Keeping children safe in education (September 2023).
- PSHE Association SEND
- NSPCC Speak Out Stay Safe
- NSPCC Pants
- Chailey Heritage Foundation: Sex Factor

14. Appendix 1: PSHE/RHE Curriculum Overviews



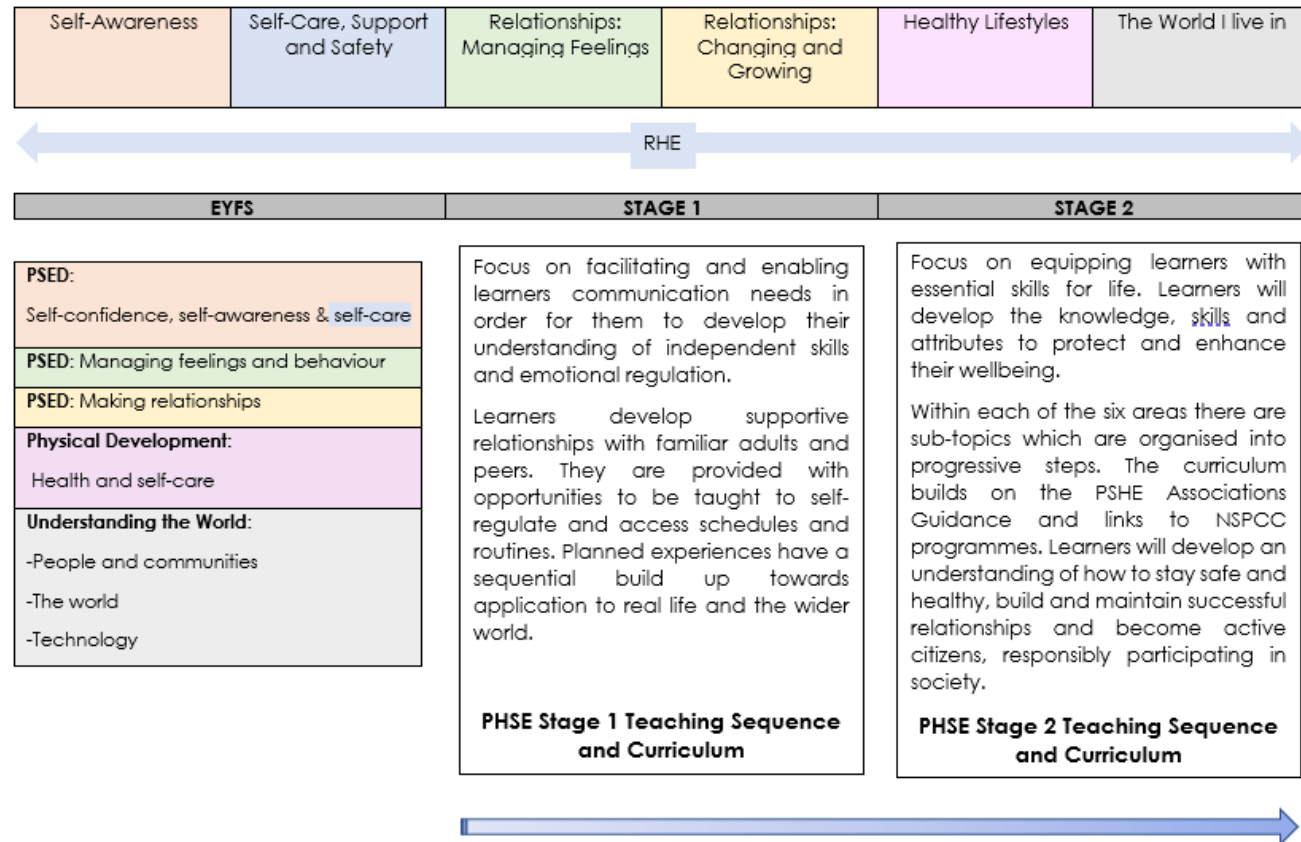
DEVELOPMENTAL APPROACH TO PSHE/RHE

Personal, Social, Health, and Economic Wellbeing are at the core of everything we do at Kingsbury Academy. It is now a statutory requirement in schools in England to teach Relationships Health Education and it is through our PSHE curriculum that this is delivered.

We recognise that our learners need to learn about Relationships and that there are key stage expectations for Health Education too, but in line with the guidance we have researched and tailored made our curriculum and it has been differentiated to cater for our learners:

- Cognitive ability
- Age and stage of life
- Maturity
- Experience
- Social Understanding
- Interest and understanding

Developmental Approach to PSHE/RHE				
EYFS	STAGE 1	STAGE 2		
PSHE is referred to as personal, social and emotional development . This area of learning is concerned with wellbeing; pupils knowing who they are, where they fit in and feeling good about themselves. It is also about developing respect for others, social competence and a positive disposition to learn.	Learners who are engaging in the learning	F	D	E
		Learners accepting underpinning of learning	Learners who are accessing fundamental elements of learning Learners who are increasing their understanding of learning	Learners who are understanding and beginning to applying their learning Learners who are applying their learning in different contexts
	Aspire	Inspire		



STAGE 1 PSHE RHE

Self-Awareness	Self-Care, support and safety	Relationships: Managing Feelings	Relationships: Changing and Growing	Healthy Lifestyles	The World I live in
<p>Labelling skills</p> <p>Preferences</p> <p>Making choices</p> <p>Naming with symbols/ words/signs</p> <p>Understanding and expressing own sensory needs</p> <p>Sensory preferences</p> <p>Requests for preferences</p> <p>Listening and understanding</p> <p>Understanding of language</p> <p>Receptive understanding in context</p> <p>Learning through play</p> <p>Practical skills</p> <p>Exploratory movement</p> <p>Reaching</p> <p>Balance (gross motor)</p> <p>Actions (gross motor)</p> <p>Manipulation of objects (fine motor)</p> <p>Grasping skills</p> <p>Organisation and independent learning</p> <p>Organising self</p> <p>Following Schedule</p> <p>Indicating finished</p> <p>Working independently</p>	<p>Personal Safety</p> <p>Personal Body awareness</p> <p>Using ICT safely</p> <p>Personal Safety</p> <p>Keeping safe in the community</p> <p>Social Awareness</p> <p>Road safety and travel</p> <p>Travelling around school</p> <p>Bus safety</p> <p>Road safety awareness</p> <p>Walking safely</p> <p>Crossing roads safely</p> <p>Using crossings</p> <p>Finding way</p> <p>Identifying people in the community</p> <p>Using public transport</p> <p>Personal safety</p> <p>Keeping safe arounds school</p> <p>Keeping safe in a kitchen</p> <p>Keeping self-safe</p> <p>Keeping safe in the community</p> <p>Social awareness</p>	<p>Understanding and expressing own sensory needs</p> <p>Sensory preferences</p> <p>Requests for preferences</p> <p>Managing emotions and behaviour</p> <p>Regulation with support</p> <p>Requests regulation</p> <p>Self-regulation</p> <p>Regulates emotion during new and changing situations</p> <p>Recovers from dysregulation on their own</p> <p>Understanding and expressing emotions</p> <p>Showing a range of emotions</p> <p>Naming a range of emotions</p> <p>Identifies emotions</p> <p>Comments on feelings</p> <p>Recognizing emotions</p>	<p>Personal Safety (Relationships Education)</p> <p>Personal Body awareness</p> <p>Interaction and relationships</p> <p>Shares attention</p> <p>Joint attention</p> <p>Interacting with others</p> <p>Social</p> <p>Communication</p> <p>Motivation and engagement</p> <p>Cooperation</p> <p>Reinforcement</p> <p>Making requests</p> <p>Communicative intentions</p> <p>Requesting using symbols/pictures/signs/words</p> <p>Using AAC system</p> <p>Using sentences</p> <p>Communication functions</p> <p>To answer a question</p> <p>To make a comment</p> <p>To answer yes or no</p> <p>Expressive communication in context</p> <p>Understanding and following rules and expectations</p> <p>Following instructions</p> <p>Following instructions in a group</p>	<p>Personal Skills</p> <p>Dressing</p> <p>Grooming</p> <p>Washing hands</p> <p>Washing face</p> <p>Using toiletries</p> <p>Grooming hair</p> <p>Brushing teeth</p> <p>Keeping healthy</p> <p>Eating</p> <p>Using Cutlery</p> <p>Eating with others</p> <p>Opening food</p> <p>Drinking</p> <p>Healthy choices</p> <p>Physical exercise</p> <p>Health needs</p> <p>Personal Safety</p> <p>Understanding cause and effect</p>	<p>Leisure and Community engagement</p> <p>Using task cards to prepare</p> <p>Shopping</p> <p>Uses a shopping list</p> <p>Accessing a café/food</p> <p>Managing money</p> <p>Problem solving skills</p> <p>Early Functional skills (attention)</p> <p>Early sequencing</p> <p>Rhythmic Movement</p> <p>Sequencing</p> <p>Using and Applying</p> <p>Time skills</p> <p>Using Money</p> <p>Understanding non-standard measure</p> <p>Number skills</p> <p>Early number skills</p> <p>Understanding numicon</p> <p>Counting numbers</p> <p>Recognising written numerals</p> <p>Counting visible items</p> <p>Spatial patterns</p> <p>Finger patterns</p> <p>Temporal patterns</p> <p>Transitions and change</p> <p>Coping with change</p> <p>Following daily routines</p> <p>Following routines (transition)</p> <p>Leisure and Community engagement</p> <p>Accessing a café/food</p> <p>Accessing the park</p> <p>Uses public toilet</p> <p>Managing money</p> <p>Preferences for leisure</p> <p>Independent living</p> <p>Cleaning and tidying</p> <p>Pouring and preparing drinks</p> <p>Prepares breakfast cereal</p> <p>Prepares sandwich</p> <p>Uses Microwave</p> <p>Washes dishes</p> <p>Uses toaster</p> <p>Makes hot drink</p> <p>Orders a meal</p>
Where the areas link to the Kingsbury Aspire Assessment sheet:					
Communication and Interaction (Literacy)	Problem solving and thinking skills (Numeracy)	Emotional Regulation and Relationships	Routines and engagement	Healthy Living	Independence and community participation



Stage 2 PSHE Curriculum (Inspire Pathway and those exceeding Stage 1)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Self-Awareness Me, who I am	Self-Awareness Upset/Angry	Self-Awareness Playing and working together	Self-Awareness People who are special to us	Self-Awareness Getting on with others	Self-Awareness Things we are good at	Self-Awareness We are all different					
Self-care, Support and Safety Families and people who care for us	Self-care, Support and Safety Keeping Safe	Self-care, Support and Safety Personal, things that belong to me	Self-care, Support and Safety Trust	Self-care, Support and Safety Communicating on and offline	Self-care, Support and Safety Secrets and Surprises	Self-care, Support and Safety Public and Private					
The World I live in People/groups in the community		The World I live in Rules in the community		The World I live in Keeping safe in the community		The World I live in Money		The World I live in Taking care of the environment			
Relationships: Managing feelings Expressing simple feelings				Relationships: Managing feelings Understanding feelings				Relationships: Managing feelings Communicating feelings			
Relationships: Changing and growing Changes over time				Relationships: Changing and growing Different types of relationship				Relationships: Changing and growing My body			
Healthy Lifestyles Healthy Eating			Healthy Lifestyles Taking care of my body			Healthy Lifestyles In pain			Healthy Lifestyles First Aid		

Progression Level		
F	D	E
Foundation	Development	Enhancement

15. Appendix 2:

These are the expectations set by the Department for Education for what all pupils should know by the end of Primary School:

Families and people who care for me

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 other people's 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.

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 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

Caring friendships

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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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.

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, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

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 cyber-bullying), 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

Online relationships

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 (even 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

Being safe

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's 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/unsafe physical and other contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know.

How to recognise and report feelings of being unsafe or feeling bad about any adult

How to ask for advice or help for themselves or others, and to keep trying until they're heard

How to report concerns or abuse, and the vocabulary and confidence they need to do so

Where to get advice (e.g. family, school, other sources)

16. Changes

Description	Date	Page	Section
Policy development		4	3

'School' removed from sentence	28.06.22	3	2.1
Contents re-numbered (Format)	28.06.22	2	Throughout
Statutory Requirements	23.06.22	3	2.2
Delivery of RSE	23.06.22	5	6
RSE changed to RHE	02/07/23	Throughout	Throughout
Appendix updated with new curriculum overviews	02/07/23	12	13
Equal Opportunities added	20/09/23	8	12
Guidance used	20/09/23	7	16