



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

Relationships and Health Education policy

Version: **September 2024**

Ratified by the Board of Trustees

Date: Oct 24

To be reviewed annually

Date: Sept 25

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1. Aims

1.1. Through our PSHE (Healthy Living)/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 (Healthy Living)/RHE as set out in this policy.

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 (Healthy Living)/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, as and when necessary.
- 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 (Healthy Living)/RHE

- 6.1. RHE is taught within the personal, social, health and economic (PSHE) education and Healthy Living curriculum.
- 6.2. For more information about our PSHE (Healthy Living)/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 and ensure it is up-to-date and made available.
- The Headteacher will hold the PSHE/RHE coordinator to account for its implementation.

7.2 PSHE/RHE Coordinator

- Lead the review of the PSHE/RHE policy
- 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 PSHE (Healthy Living)/RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE (Healthy Living)/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 (Healthy Living)/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 (Healthy Living)/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 (Healthy Living)/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 (Healthy Living)/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. Guidance used

- Statutory guidance: Relationships education, relationships and sex education (RSE) and health education (July 2020), Equality Act 2010 and Keeping children safe in education (September 2020).
- PSHE Association SEND
- NSPCC Speak Out Stay Safe
- NSPCC Pants
- Chailey Heritage Foundation: Sex Factor

12. Links with other Policies

- Anti Bullying Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy

13. 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.

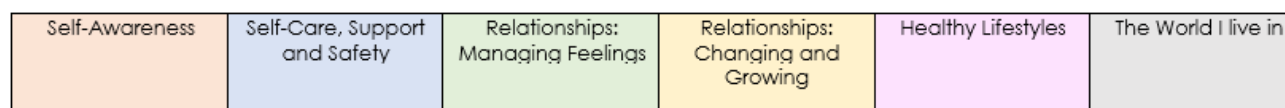
We recognise that our learners need to learn about Relationships and that there are key stage expectations for Health Education too, but in line with the guidance we have researched and tailored made our curriculum and it has been differentiated to cater for our learners:

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

Developmental Approach to PHSE/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			



KINGSBURY ACADEMY PSHE RHE Curriculum



PSED: Self-confidence, self-awareness & self-care
PSED: Managing feelings and behaviour
PSED: Making relationships
Physical Development: Health and self-care
Understanding the World: -People and communities -The world -Technology

Focus on facilitating and enabling learners communication needs in order for them to develop their understanding of independent skills and emotional regulation.

Learners develop supportive relationships with familiar adults and peers. They are provided with opportunities to be taught to self-regulate and access schedules and routines. Planned experiences have a sequential build up towards application to real life and the wider world.

PHSE Stage 1 Teaching Sequence and Curriculum

Focus on equipping learners with essential skills for life. Learners will develop the knowledge, skills and attributes to protect and enhance their wellbeing.

Within each of the six areas there are sub-topics which are organised into progressive steps. The curriculum builds on the PSHE Associations Guidance and links to NSPCC programmes. Learners will develop an understanding of how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society.

PHSE Stage 2 Teaching Sequence and Curriculum



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 Preferences Making choices Naming with symbols/ words/signs</p> <p>Understanding and expressing own sensory needs Sensory preferences Requests for preferences</p> <p>Listening and understanding Understanding of language Receptive understanding in context</p> <p>Learning through play Practical skills Exploratory movement Reaching Balance (gross motor) Actions (gross motor) Manipulation of objects (fine motor) Grasping skills</p> <p>Organisation and independent learning Organising self Following Schedule Indicating finished Working independently</p>	<p>Personal Safety Personal Body awareness Using ICT safely</p> <p>Personal Safety Keeping safe in the community Social Awareness</p> <p>Road safety and travel Travelling around school Bus safety Road safety awareness Walking safely Crossing roads safely Using crossings Finding way Identifying people in the community Using public transport</p> <p>Personal safety Keeping safe arounds school Keeping safe in a kitchen Keeping self-safe Keeping safe in the community Social awareness</p>	<p>Understanding and expressing own sensory needs Sensory preferences Requests for preferences</p> <p>Managing emotions and behaviour Regulation with support Requests regulation Self-regulation Regulates emotion during new and changing situations Recovers from dysregulation on their own</p> <p>Understanding and expressing emotions Showing a range of emotions Naming a range of emotions Identifies emotions Comments on feelings Recognising emotions</p>	<p>Personal Safety (Relationships Education) Personal Body awareness</p> <p>Interaction and relationships Shares attention Joint attention Interacting with others Social Communication</p> <p>Motivation and engagement Cooperation Reinforcement</p> <p>Making requests Communicative intentions Requesting using symbols/pictures/signs/words Using AAC system Using sentences Communication functions To answer a question To make a comment To answer yes or no Expressive communication in context</p> <p>Understanding and following rules and expectations Following instructions Following instructions in a group</p>	<p>Personal Skills Dressing Grooming Washing hands Washing face Using toiletries Grooming hair Brushing teeth</p> <p>Keeping healthy Eating Using Cutlery Eating with others Opening food Drinking Healthy choices Physical exercise Health needs</p> <p>Personal Safety Understanding cause and effect</p>	<p>Leisure and Community engagement Using task cards to prepare Shopping Uses a shopping list Accessing a café/food Managing money</p> <p>Problem solving skills Early Functional skills (attention) Early sequencing Rhythmic Movement Sequencing Using and Applying Time skills Using Money Understanding non-standard measure</p> <p>Number skills Early number skills Understanding numicon Counting numbers Recognising written numerals Counting visible items Spatial patterns Finger patterns Temporal patterns Transitions and change Coping with change Following daily routines Following routines (transition)</p> <p>Leisure and Community engagement Accessing a café/food Accessing the park Uses public toilet Managing money Preferences for leisure</p> <p>Independent living Cleaning and tidying Pouring and preparing drinks Prepares breakfast cereal Prepares sandwich Uses Microwave Washes dishes Uses toaster Makes hot drink Orders a meal</p>						
<p>Where the areas link to the Kingsbury Aspire Assessment sheet:</p> <table border="1"> <tr> <td>Communication and Interaction (Literacy)</td> <td>Problem solving and thinking skills (Numeracy)</td> <td>Emotional Regulation and Relationships</td> <td>Routines and engagement</td> <td>Healthy Living</td> <td>Independence and community participation</td> </tr> </table>						Communication and Interaction (Literacy)	Problem solving and thinking skills (Numeracy)	Emotional Regulation and Relationships	Routines and engagement	Healthy Living	Independence and community participation
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 Money	The World I live in Taking care of the environment	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
<i>Foundation</i>	<i>Development</i>	<i>Enhancement</i>

14. 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)

15. 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	05/09/23	8	12
Healthy Living Curriculum included alongside PSHE/RHE	05/09/24	Throughout	Throughout

