



Robert Mellors Primary Academy

Personal, Social, Health, Relationships and Economic Education Policy

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LINKED POLICIES	Behaviour (Promoting positive relationships) Policy Equality Policy – including management of prejudice-based incidents Safeguarding and Child Protection Policy/KCSiE Online safety Policy SEND Policy

Policy Context and Rationale

This policy covers our school's approach to the teaching of Personal, Social, Health and Economic Education, Relationships Education and Relationships and Sex Education which at Robert Mellors Primary Academy we refer to as our PSHRE learning.

All schools/academies must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Robert Mellors, we have conducted pupil interviews regarding our PSHRE learning and have made adaptations to our curriculum to meet the needs of our pupils.

Policy Availability

Parents and carers will be able to access this policy through our school website. If you require a paper copy of this policy, please contact the school office and this will be arranged.

Policy Aims and Objectives

At Robert Mellors Primary Academy, we teach Personal, Social, Health and Relationships (including sex education) and Economic Education as a whole-academy approach to underpin children's character development, which we believe also supports their learning capacity. This aspect of the curriculum sits within the context of our Make a Difference ethos.

We follow the PSHE association curriculum which offers us a comprehensive coverage. Alongside this we engage in other programmes to support the development of the children such as: DART programme, NSPCC programmes, The Great Project, etc. These opportunities support the 'Personal Development' and 'Behaviour and Attitudes' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the academy's Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) development opportunities provided for our children. The overview of our PSHRE curriculum can be found [here](#).

Our PSHRE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Creating a Safe and Supportive Learning Environment

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this.

We aim to create a safe and supportive learning environment by distancing the learning from our pupils through the use of case studies and characters, we incorporate the use of age-appropriate texts

to address key themes in our curriculum and make use of a circle time structure to ensure all children feel safe and listened to.

In the course of PSHRE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Where this is the case, we will ensure that staff will work in line with our [Safeguarding and Child Protection policy](#) and inform the designated safeguarding lead. We will ensure that where pupils indicate they may be vulnerable and at risk, they will be given appropriate support by an adult they are familiar with.

Entitlement and Equality of Opportunity

This policy will inform the academy Equality Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Robert Mellors Primary Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHRE education provision.

Intended Outcomes

At Robert Mellors Primary Academy, we recognise that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many 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 (DfE Guidance p8). As a result of our PSHRE programme of learning, pupils will gain the knowledge and attributes needed to support their own and others' wellbeing and attainment. We intend for our teaching to help our pupils become successful and happy adults who make a meaningful contribution to society (DfE Guidance, 2019, p4-5).

We teach our session through a discussion-based model to ensure that our pupils have an active engagement in their learning as we are aware that this has been found to be the most effective pedagogy for PSHE teaching. We offer our pupils opportunities to consider and clarify their values and beliefs and to develop their interpersonal skills. Our curriculum is constructed through 'big questions' to ensure that children are able to rehearse and develop enquiry skills which they will be able to carry out into their future lives.

Learning and Teaching

Here, at Robert Mellors Primary Academy we value PSHRE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower

them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our PSHRE Programme.

Our PSHRE programme of study is progressive across the whole of the primary age range and is adapted to the needs of the children and meets the statutory Relationships and Health Education requirements.

Our PSHRE curriculum is broadly divided into three themes 'Relationships', 'Health and Wellbeing' and 'Living in the Wider World', these themes are taught across all year groups; the learning broadens and becomes deeper every year.

Theme	Content
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss, coping positively with change.
Health and Wellbeing	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise, anti-bullying (cyber, racist and homophobic bullying included) and understanding
Living in the Wider World	Includes understanding my own identity and how I fit well in the class, school and global community, goal-setting, aspirations, managing money, who do I want to become and what would I like to do for work and to contribute to society?

For each theme, we will determine the pupils' prior knowledge by conducting a pre-assessment. This will ensure that our teaching is tailored to the needs of the children in our care. Where we have mixed-age classes, our 'big questions' follow a two-year cycle and the older pupils in each year group are given a further level of challenge.

We allocate 45-60 minutes to PSHRE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. We will ensure that sessions, including those involving risky behaviour, remain positive in tone by establishing ground rules at the start of every lesson. Class teachers deliver the weekly lessons to their own classes. External contributors may be used to deliver elements of PSHRE curriculum as we are aware that a specialist's knowledge can be beneficial to our pupils.

Our PSHRE learning is collated and displayed in a class floor book. We assess pupils' learning and progression at the end of each unit against the 'I can' statements outline in our programme of study.

Explicit PSHRE lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Our praise and reward system,
- Our school rules,
- Through relationships across the academy; o child to child o adult to child o adult to adult

We seek for all opportunities to demonstrate what is learnt and apply it to everyday situations in the academy community.

Teachers are encouraged to allow pupils the opportunity to anonymously raise questions and will address these in an age-appropriate manner. If a safeguarding issue is raised by an anonymous

question, teachers will use their knowledge of the class to determine the source of the question and will proceed in accordance with the school's safeguarding policy.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Our PSHRE curriculum is formed of enquiry questions which allow teachers and pupils to guide their learning. Most of the learning around relationships will happen during those units coded red in our PSHRE overview. However, it is important to note that these outcomes may also be taught elsewhere to ensure learning is reinforced throughout the year and across the curriculum.

Health and Wellbeing

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

Whilst most of the learning around Health and Wellbeing will be carried out during those units coded green in our PSHRE overview, some of the outcomes are taught elsewhere in the curriculum and enrichment activities, for example DAaRT in Year 6 and through the Science and PE curriculum.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand; this is taught initially in Year 4 as part of our SRE lessons.

Living in the Wider World

Living in the Wider World is the strand of PSHRE where we teach the children about other aspects of life which they need to become successful adults. This includes celebrating differences between ourselves and others as well as economic learning.

Each year, children will complete a block of learning called the Anti-Racism Education Programme (AREP). Throughout this learning we discuss culture, race and belonging at an age appropriate level.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of Sex Education at primary school. Sex Education 'should ensure that 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'.

At Robert Mellors Primary Academy, we believe children should understand the facts about human reproduction before they move to the next stage of education so they can lead safe, confident, healthy, independent lives and are informed, active and responsible citizens.

We define Sex Education as 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

We intend to teach this both through Science and PSHRE.

Reproduction is taught in Science at Year 5. This is a compulsory element of the curriculum. Therefore parents/carers cannot withdraw their child/ren from this area of the curriculum.

When Sex Education is taught as part of PSHRE, parents do have the right to withdraw their child/ren from these aspects of learning.

Assessment

When assessing PSHRE education in our school, we believe it is important to focus on the learning, set against lesson objectives and outcomes. We understand that PSHRE education is not about 'passing or failing' or about behavioural outcomes. Teachers and pupils both need to know what has been learned and how learning and understanding has progressed.

At Robert Mellors, we teach PSHRE lessons through an enquiry question. At the beginning of each unit we carry out a pre-unit assessment where teachers assess pupil's prior knowledge. Planning is then adapted to suit the needs of the pupils. At the end of our unit of learning, we revisit our assessment to see how the pupils' learning has progressed. Teachers are encouraged to make links to our schools 'Make a Difference' values at the end of each unit to allow pupils the opportunity to reflect on how their learning will impact their future lives.

Teaching Responsibility and Staff Training

PSHRE education at Robert Mellors is primarily taught by the pupils' class teacher. We recognise that it is important for children to feel comfortable with the adult in their classroom during PSHRE lessons and therefore require that the lessons are taught by a member of staff who is familiar to the pupils. On some occasions, we may deem it appropriate for external contributors to provide specialist provision (for example to GREAT project or safety with dogs).

Teachers responsible for teaching PSHRE will receive training through staff meetings to ensure that our knowledge and practices are consistent across school.

Confidentiality, Handling Disclosures

Due to the nature of PSHRE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

At the beginning of every year, classes will produce a set of ground rules which will be repeated at the beginning of every lesson. It is also important for external contributors to be clear about these ground rules and expectations.

At all times, staff will follow the schools Safeguarding and Child protection policy.

Involvement of Parents and Carers

At Robert Mellors, we are committed to working with parents and carers. We recognise that children at our school come from a range of family backgrounds. We will endeavour to ensure that children see a range of different family types represented and affirmed within our PSHRE and RSE curriculum and resources.

We will support parents and carers who have queries around our PSHRE curriculum coverage. This will be through discussion with staff in school and may involve the sharing of relevant material for parents and carers to explore with their children. We will ensure parents are aware of the topics being covered in PSHRE lessons to encourage further discussion at home.

Legislation states that all children must be exposed to learning around health and relationships. Parents have the right to withdraw their children from aspects of sex education which do not form part of the science national curriculum. At Robert Mellors, we conduct three Sex and Relationships Education (SRE) weeks per year. To teach these sessions we follow the Christopher Winters' scheme of work. Before the first session of the year is carried out, a letter will be sent home to all parents to make them aware of the topics their children will be covering. At this point we will inform parents and carers of their right to withdraw from these sessions. If a parents or carer wishes to withdraw their child staff will support the family to ensure they are aware it is their responsibility to ensure their child receives the missed learning.

Please see the attached overview of the Christopher Winters' Scheme for further details.