

# Wentworth Primary School

## PSHE Policy

(Including Relationship Education  
and Health Education)

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**September 2016**  
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*Achieving Happily*

## PSHE (Including Relationship Education and Health Education) Policy

### Aims

At Wentworth Primary school, our personal, social and health education (PSHE) curriculum supports children in their development and underpins learning in the classroom and throughout the school helping our children to develop their resilience, courage and curiosity. PSHE lessons are planned elements of the whole school curriculum which aim to help give our children the knowledge, skills and understanding they need to lead safe, confident, healthy, independent lives and to become informed, active responsible citizens in a rapidly changing and complex world. We aim to give our children the building blocks needed to enable them to make informed decisions about their wellbeing, health and to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

### Statutory requirements

PSHE education is a non-statutory subject, however section 2.5 of the [National Curriculum framework](#) document states that:

*'All schools should make provision for PSHE, drawing on good practice.'*

Along with the National Curriculum framework, the DfE has also published [guidance on PSHE education](#), which states that the subject is 'an important and necessary part of all pupils' education' and that:

*'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) from the Department for Education. We must also teach health education under the same DfE statutory guidance.

### What do we teach?

As stated above, we are required to cover the content for Relationships Education, and Health Education, as set out in the statutory guidance (linked to above). At Wentworth Primary school, both Relationship Education and Health Education are firmly rooted within

our PSHE curriculum although elements are also taught through other subject areas such as Science, RE and PE.

For more details about what is taught during PSHE lessons (Including Relationship education and Health Education), please see the attached curriculum map. Most teaching of PSHE will be delivered by the class teachers as she/he will have established a working relationship with the class

PSHE cannot always be confined to timetables lesson. At Wentworth Primary school, PSHE is delivered within a whole school approach which includes:

- Discrete timetabled time
- Teaching PSHE through other subjects/ curriculum areas
- Through PSHE activities and whole school events
- Through whole school and Key Stage assemblies
- Through pastoral care and guidance.
- Before teaching any SRE lesson in term 6, parents

### Relationship Education

As previously mentioned, as a Primary school we are required to teach Relationship Education as set out in the [statutory guidance](#) from the Department for Education. At Wentworth Primary school, relationship education focuses on teaching the fundamental building blocks and characteristics of positive and safe relationships including family, friends and online. We teach children what a relationship is, what friendship is, what family means and who can support them. We encourage children to treat each other with kindness consideration and respect.

### Health Education

Health Education is also a statutory requirement as set by the Department for Education. In health education we aim to provide children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and other and to seek support if any issue arises. This includes, mental wellbeing, internet safety, physical health and fitness, healthy eating, facts and risk associated with drugs, alcohol and tobacco, basic first aid and puberty. As Health Education is a statutory requirement, parents do not have the right to withdraw their children from these lessons.

### Assessment

Assessment will be carried out in line with the schools Assessment Policy. Teachers will assess children on an informal basis and use their judgements to plan future lessons.

## Equal opportunities

The school's equal opportunities policy applies to PSHE. Where appropriate, teaching materials and individual group activities reflect the cultural and ethnic diversity of British Society. We try to avoid stereotyping, in terms of race and gender; progress is monitored to ensure no child is disadvantaged. Pupil's religious beliefs are always respected.

## Differentiation and Special Educational Needs

Children develop differently; they differ in levels of maturity, life experiences and have quite different attitudes and feelings. Lessons should be planned to allow the perspectives to be articulated, with all contributions being valued and respected. The teacher needs to ensure that teaching points are conveyed in language that is accessible to the children. All activities should be broad and balanced and provide for pupils' different learning styles.

## Do we see a role for parents and other adults?

At Wentworth Primary school we are very keen to expose children to the wider world, by inviting visitors onto the school, and taking children on interesting and exciting visits.

Currently our visits and visitors include;

- Representatives from Christchurch delivering assemblies to the whole school.
- Road safety talk for KS 1 and 2.
- Drug prevention officer/ police visits.
- Theatre groups covering a range of subjects (Anti-Bullying etc)
- Talks and activities by outside speakers on different subjects.
- Parents invited into schools to watch a variety of performances given by the children throughout the year.
- Parents helping in the classroom.
- Various sports tournaments with children from various schools participating.
- Sports week where representatives from different sports venues give demonstrations and activities for the children to then participate in.
- Various educational school trips, including field activity centres and museums.
- Visits to Christchurch.

## Links to other policies

(See, Health and Safety policy, Drugs Education Policy, RE Policy, Online safety Policy and the Safeguarding Policy)

- We encourage children to choose healthy snacks at playtime and have play leaders to encourage physically active games at playtime.

- Safety education is the responsibility of all staff in the school and is covered both through the formal and informal curriculum. Several issues impact on the safety of children including non-accidental injury and safeguarding issues, bullying and harassment, drug misuse and sex and relationship issues. One of the aims of PSHE is to enable children to apply personal and social skills to a range of contexts in their lives. Skills in risk assessment learning to prevent accidents are fundamental.
- All staff are trained and are aware of the safeguarding policy. PSHE activities are planned to teach the children to how to protect and keep themselves and others safe.

### PSHE Programme of Study

Core theme	Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core 1: Living in the wider world	Belonging to a community	What are rule? Caring for others' needs. Looking after the environment.	Belonging to a Group. Roles and responsibilities. Being the same and different in the community.	The value of rules and laws. Rights, freedoms and responsibilities	What makes a Community? Shared responsibilities	Protecting the environment. Compassion towards others	Valuing diversity. Challenging discrimination and stereotypes.
	Media literacy and digital resilience	Using the internet and digital devices. Communicating online	The internet in everyday life; online content and information	How the internet is used, Assessing information online	How data is shared and used	How information online is targeted. Different media types, their role and impact	Evaluating media sources; sharing things online
	Money and work	Strengths and Interests. Jobs in the community	What money is; needs and wants. looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes	Influences and attitudes to money. Money and financial risks
Core 2: Relationships.	Families and friendships	Roles of different People. Families. Feeling cared for	Making friends. Feeling lonely and getting help.	What makes a family; features of family life.	Positive friendships, including online	Managing friendships and peer influence	Attraction to others. romantic relationships; civil partnership and marriage
	Safe relationships	Recognising privacy. Staying safe; seeking permission	Managing secrets. Resisting pressure and getting help. Recognising hurtful behaviour	Personal boundaries. Safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online	Physical contact and feeling safe	Recognising and managing pressure. Consent in different situations

# PSHE



	<b>Respecting ourselves and others</b>	How behaviour affects others. Being polite and respectful	Recognising things in common and differences. Playing and working cooperatively; sharing opinions	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	Respecting differences and similarities. Discussing differences sensitively.	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Expressing opinions and respecting other points of view, including discussing topical issues.
<b>Core 3: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b>	Keeping healthy. Food and exercise, hygiene routines. Sun safety	Why sleep is important. Medicines and keeping healthy. Keeping teeth Healthy. Managing feelings and asking for help.	Health choices and Habits. What affects Feelings. Expressing feelings	Maintaining a balanced lifestyle; Oral hygiene and dental care.	Healthy sleep Habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.
	<b>Growing and changing</b>	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	Growing older. moving class or year	Personal strengths and achievements. Managing and reframing setbacks.	Personal identity. Recognising individuality and different qualities. Mental wellbeing	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. Support with puberty.	Increasing independence; managing transition
	<b>Keeping safe</b>	How rules and age restrictions help us. Keeping safe online	Safety in different Environments. Risk and safety at home. Emergencies	Risks and hazards. Safety in the local environment and unfamiliar places.	Medicines and household products. Drugs common to everyday life.	Keeping safe in different situations, including responding in emergencies, first aid.	Keeping personal information safe. Regulations and Choices. Drug use and the law. Drug use and the media