

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

At Tonacliffe Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Tonacliffe we have a two-year PSHE curriculum cycle. We teach discrete PSHE lessons and filter PSHE skills through out all aspects of school life.

Statement of intent

At Tonacliffe Primary School, it is our intent to provide **all** children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting their physical, emotional and moral development, and helping them to

understand and respect themselves, respect others as well as forming and sustaining healthy relationships.

This will be implemented by creating a programme of study that is bespoke to our school and all our children. The two main core themes of our PSHE programme of study focuses on **Relationships Education** and **Health and Wellbeing Education**. A third core theme, **Living in the Wider World** is also an integral aspect of our curriculum.

Relationships Education

Pupils will answer the following 'big questions':

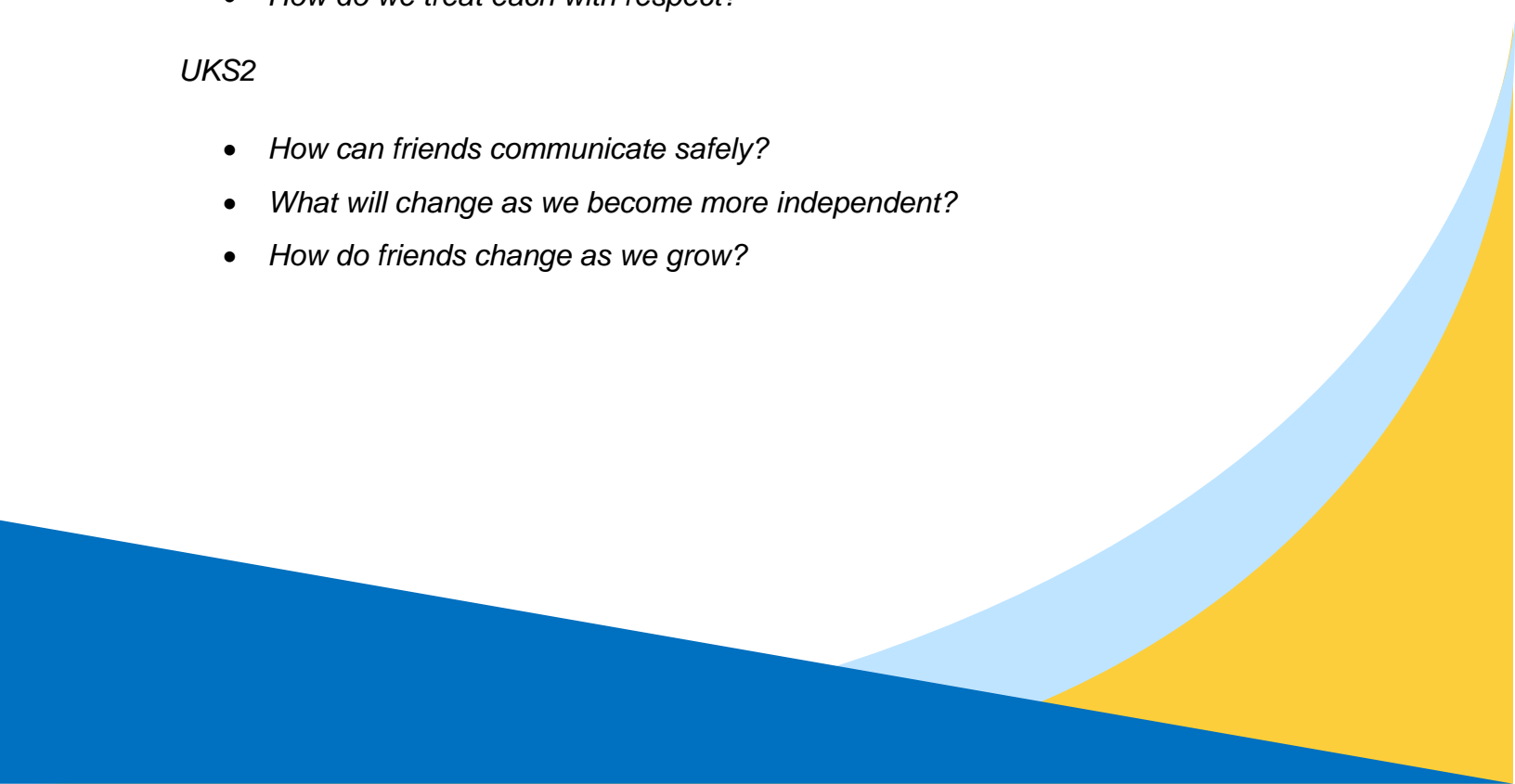
KS1

- *What is the same and different about us?*
- *Who is special to us?*
- *What makes a good friend?*
- *What is bullying?*

LKS2

- *How can we be a good friend?*
- *What are families like?*
- *How do we treat each with respect?*

UKS2

- *How can friends communicate safely?*
 - *What will change as we become more independent?*
 - *How do friends change as we grow?*
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Health and Wellbeing Education

Pupils will answer the following 'big questions':

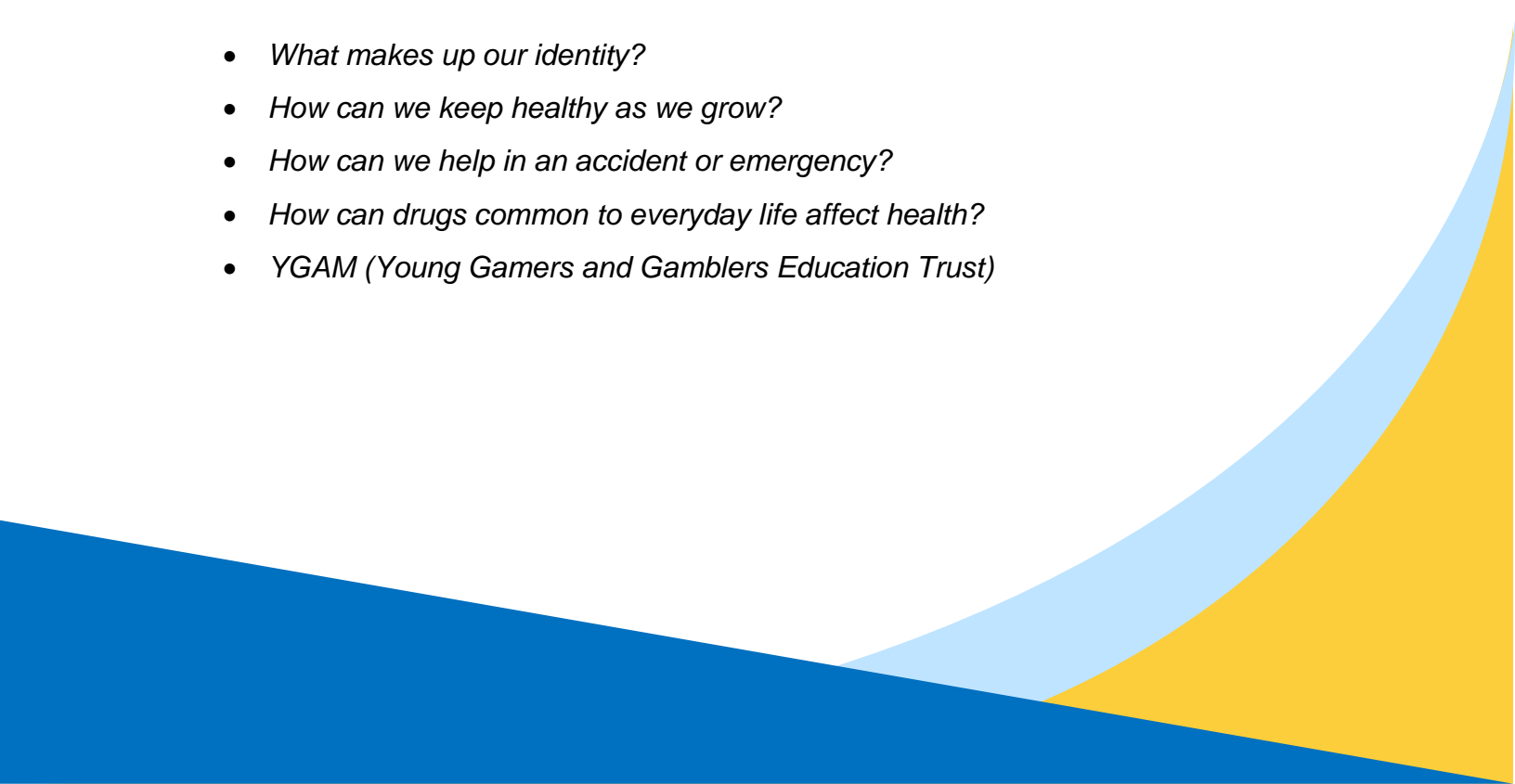
KS1:

- *What helps us to stay healthy?*
- *Who helps to keep us safe?*
- *What helps us to stay safe?*
- *What helps us to grow and stay healthy?*
- *How to we recognise our feelings?*

LKS2:

- *What keeps us safe?*
- *Why should we eat well and look after our teeth?*
- *Why should we keep active and well?*
- *YGAM (Young Gamers and Gamblers Education Trust)*
- *What strengths, skills an interests do we have?*
- *How can we manage our feelings?*
- *How will we grow and change?*
- *How can we manage risks in different places?*

UKS2:

- *What makes up our identity?*
 - *How can we keep healthy as we grow?*
 - *How can we help in an accident or emergency?*
 - *How can drugs common to everyday life affect health?*
 - *YGAM (Young Gamers and Gamblers Education Trust)*
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Living in the Wider World

Pupils will answer the following 'big questions':

KS1:

- *What can we do with money?*
- *How can we look after each other and the world?*
- *What jobs do people do?*
- *Right Start Pedestrian Training*

LKS2:

- *What makes a community?*
- *How can our choices make a difference to others and the environment?*

UKS2:

- *What decisions can people make with money?*
- *How can the media influence people?*
- *What jobs would we like?*

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education). The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the

beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly. After talking with pupils, I believe that children prefer asking questions anonymously (depending on the topic) and therefore have developed a 'PSHE box'. This will enable pupils to raise anonymous questions by putting them into the box. This is something that each class will create together at the beginning of the year and take ownership of this. They will be able to anonymously put wishes, worries and questions in the box without asking a teacher directly. These questions can then be answered by planning it into further learning. School will contact home if a child asks a questions that is not age appropriate to agree whether the question will be answered by parents, school staff or jointly.

At Tonacliffe Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra curricular activities. These include mental health awareness week, Bikeability (which we will use external contributors) safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are. PSHE is taught by both teachers and teaching assistants (Level 3) and is mapped and planned out effectively to enable children to reach their full potential. PSHE lessons are weekly for a minimum of 30 minutes. However, incidental learning often takes place throughout the day, both outside on the playground and within the classroom.

- Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behavior

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSHE is a fundamental building block in a child's development and underpins the whole curriculum.

- Key Stage One and Two

Within Key Stage One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Tonacliffe Primary School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy. Through teaching of Relationships and Health Education, we are enabling our children to well-rounded members of society, who can make a positive contribution to their community.

British Values

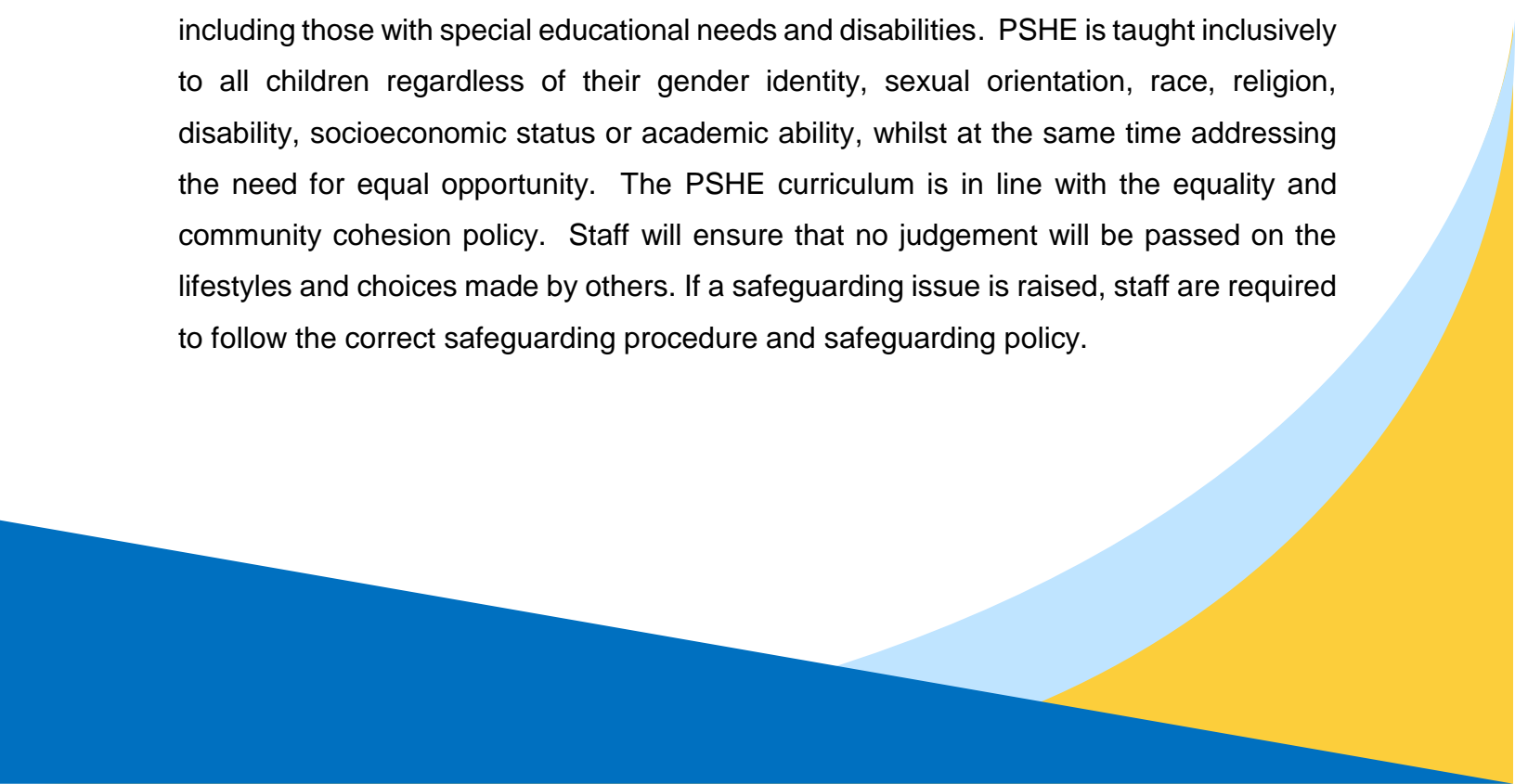
As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within 'big books' which include specific focused PSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class 'big book' where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the equality and community cohesion policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.




Implementation through resources

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings, Healthy Schools and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Links to other relevant policies

- Behaviour
 - Anti-bullying
 - Child Protection and Safeguarding
 - Online safety
 - SEND inclusion
 - Healthy Schools
 - Visitor
 - Smoke free
 - Equality and Community Cohesion Policy
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Relationships and Sex Education (RSE) appendix

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Tonacliffe Primary School.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

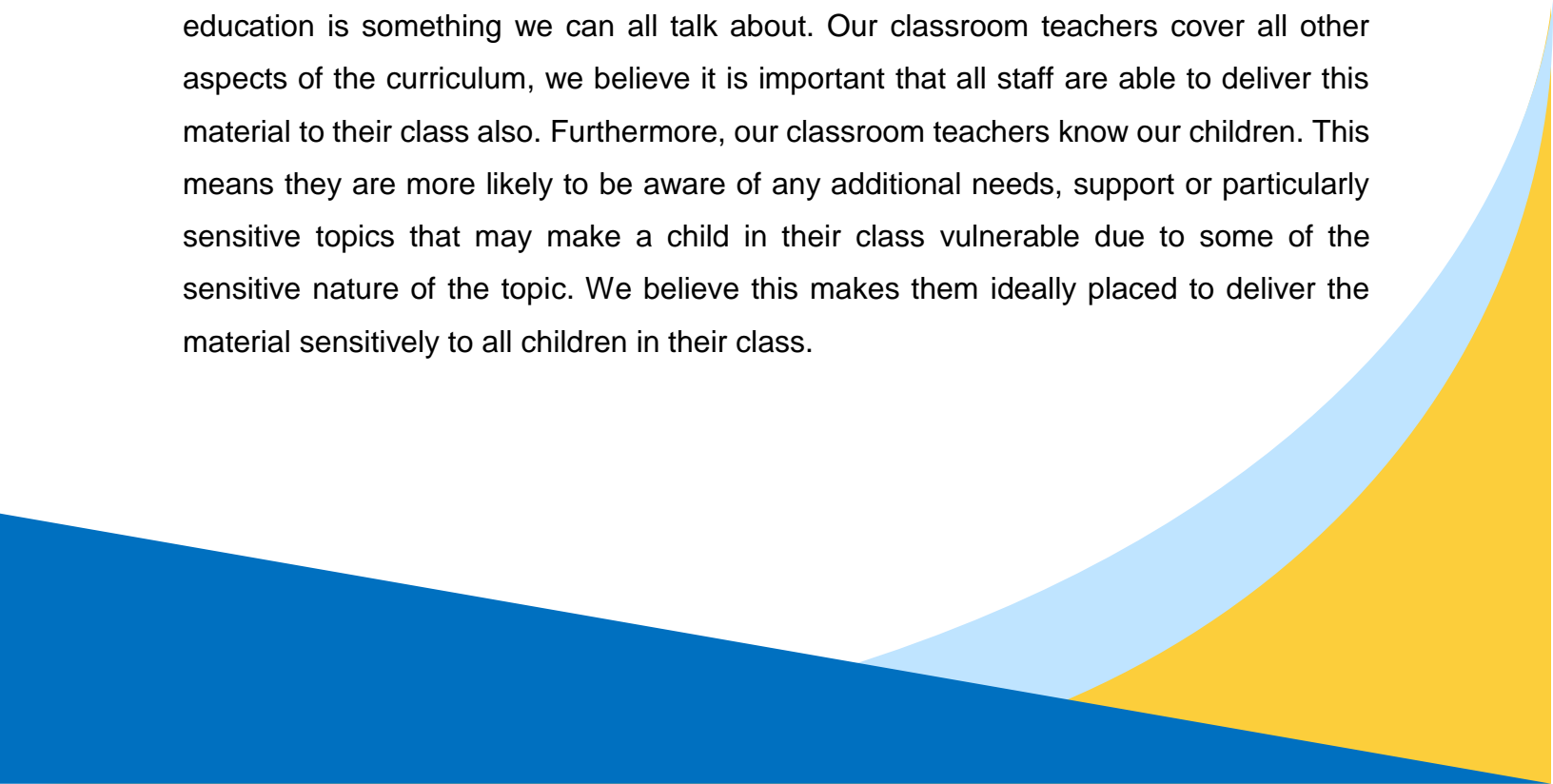
In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children

need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.



We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.

Person responsible for implementation scheme of work and the monitoring of PSHE:
B.Cass.

Consultation has taken place with

- The school workforce
- Governors
- Children and young people
- Families

Reviewed: September 2025

