

Clearwell C of E Primary School

PSHE Policy

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Statement of intent

At Clearwell C of E Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered. We have made the decision to call this “Well Being” because it incorporates all aspects of physical, mental and sexual well being at an age appropriate level.

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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy every 2 years.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

3. Aims and structure of the PSHE curriculum

Pupils will learn to do the following:

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's Well Being curriculum. At Clearwell we subscribe to SCARF, created by Coram Life Education and have access to Gloucestershire's Healthy Living and Learning resources too.

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

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- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ [guidance](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils’ opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils’ ability.
- Pupils’ age.
- Pupils’ current knowledge on and readiness to learn about the topic being covered.
- Pupils’ cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils’ current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school’s Primary Relationships and Health Education Policy.

4. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school’s Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

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There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

5. Programme of study

The PSHE programme of study will cover the following topics:

Health and wellbeing

This topic will cover:

- Healthy lifestyles and physical wellbeing.
- Mental health.
- Ourselves, growing and changing.
- Keeping safe.
- Drugs, alcohol and tobacco.

Relationships

This topic will cover:

- Families and close positive relationships.
- Friendships.
- Managing hurtful behaviour and bullying.
- Safe relationships.
- Respecting self and others.

Living in the wider world

This topic will cover:

- Shared responsibilities.
- Communities.
- Media literacy and digital resilience.
- Economic wellbeing and money.
- Aspirations, work and careers.

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6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

7. Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an two year basis. Any changes to this policy will be communicated to all staff and other relevant parties.