



**RIVERLEY**  
PRIMARY

## PSHE and RSHE Policy

Date: September 2022

Review Date: September 2023

## PSHE

### Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Ensure children are able to identify the people who take care of them and explore what different families look like
- Understand what friendships look and feel like and provide children with the ability to respect other, look after themselves in the real world and the digital world.
- Ensure children are able to talk about growing up, learning, money and the world of work.
- Ensure children know how to help others and support their community.
- Ensure children are able to talk about their emotions and explore how major life situations can make them feel e.g. happiness, dealing with loss and big life changes.
- Ensure children understand how to keep themselves safe in the real world and the digital world.

### Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships education under the **Children and Social Work Act 2017**, in line with the terms set out in the statutory guidance published by the Department of Education. We must teach health education under the same statutory guidance.

### Content and Delivery

As stated above, Riverley Primary School is required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Please refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. The RSHE policy is attached in this policy following the PSHE policy.

PSHE lessons take place once a week and themes are also explored in our wider school offer through our assemblies and whole school celebration days. The curriculum is delivered by class teachers or support staff if needed.

The scheme used to deliver lessons (Lifewise) is inclusive of all children, regardless of ability or SEND need. When controversial topics are explored to when difficult questions arise, all adults ensure that their own personal beliefs and attitudes do not influence teaching. Teachers who have concerns regarding their ability to teach particular subjects can raise concerns with their lead at any point.

Children' progress is recorded in their books and shared with parents in parent meetings and school progress reports.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year group.

## Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 1 PSHE Programme	Being Happy x 2	Getting your sleep x 2	A Problem Shared is a Problem Halved x 2	What Makes A Family	Braving the Weather x 2	Road Safety x 2
	Being Mindful x 2	Hygiene and Me x 2	Communication x 2	My Growing Body	Emergency Services x 2	Safety Symbols x 2
	First Aid and CPR x 2	Understanding Difficult Feelings x 2	Trust x 2	Respecting Others x 2	Food Safety and What Not to Eat x 2	Signalling & Sign Language x 2
	What is Friendship	Kind vs Unkind		Water Safety x 2	Wildlife	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 2 PSHE Programme	Screen Time Safety x 2	It's Okay not to be Okay x 2	My Private Body	Desert Island x 2	Cyber Safety x 2	Personal Goal Setting x 2
	Feeling Sad x 2	Medicines and Drugs x 2	Respecting All Families	Environment x 2	Fire Safety x 2	Protecting our Planet x 2
	Happiness x 2	Understanding Peer Pressure	Dealing With Loss x 2	Navigation x 2	Forest Survival x 2	Adapting to Change x 2
	Positive Friendships	Relaxation x 2	Fight or Flight x 2		The Art of Failure	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 3 PSHE Programme	Personal Hygiene	My Body, Your Body - Keeping Healthy	Power of Words: STOP	BV Democracy and Law x 2	Helping Others to Get Help x 2	Growth Mindset x 2
	Vaccinations and Diseases	Self-Worth x 2	Social Media Body Confidence	BV Culture and Liberty x 2	Who Can We Trust x 2	Sun Safety
	Anger, Fear and Mindfulness	Self-Image x 2	Gender	Relationships with Others x 2	Staying Safe Online x 2	The World of Work
	Anxiety, Stress and Mindfulness	Autism Different, Not Less	Fairtrade: Working Together		Separation and Divorce	Problem Solving and Time Management x 2
	Exercise	Different Kinds of Friendship	Global Warming - What Can We Do To Help?			
	Safety with Household Meds		Celebrating Women in History: Traditional Roles			
	Change is Good					

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 4 PSHE Programme	Healthy Eating and a Balanced Diet x2	My Body, Your Body - Keeping Safe	Bullying x 2	BV Government and Rules x 2	Consent	Problem Solving and Resourcefulness x 2
	The Importance of Physical Activity x 2	Sleep x 2	Everything Will Be Alright	BV Freedom in Beliefs x 2	Where Does My Food Come From?	Try and Try Again x 2
	Relaxing to Recharge x 2	Screen-time x 2	All About Tik-Tok	Family Relationships x 2	Respect x 2	Leadership x 2
	The Recreational Drugs of Alcohol and Nicotine	Autism: Aspergers	Identity and Gender		Being Responsible x 2	
		What's Love?	Fairtrade: Change Through Choice		Earning Money	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 5 PSHE Programme	Junk Food x 2	Keeping My Body The Same x 2	Power of Words - Mouldy Rice	BV Laws and Parliament x 2	The Digital World x 2	Learning Part 2
	Nutritional Values x2	My Body Changes x 2	Social Media - Being Confident	BV Freedom of Speech and Movement x 2	Supporting the Community x 2	Borrowing Money x 2
	The Human Body x 2	Autism - Neurodivergence	Responsibility and Inspiration x 2	Respecting Others' Boundaries and Beliefs x 2	Communicating Effectively x 2	Dealing With Adversity x 2
	Caffeine - Helpful or Harmful?	Expressing Love Differently As You Grow	Homophobic Language in Schools		Learning Part 1	The NHS x 2
		What is Marriage?	Fairtrade: Same Storm, Different Boat			

**Proposed Sequencing: Year 6**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LifeWise Year 6 PSHE Programme	First Aid x 2	My Amazing Body x 2	The Power of Words - Clean up Your Speech	BV Lawmakers and Activists x 2	Consent	Transition x 2
	Alcohol, Smoking and Vaping	Self-Perception x 2	Social Media - Tik Tok	BV Rights and Radicalisation x 2	Feeling Anxious x2	Learning to Working x 2
	Drugs	Autism Do Say, Don't Say	Identity, Gender and Sexuality	The Government X 2	Ageism x 2	Law x 2
	Illegal Drugs	The Power of Love - Inequality Within Relationships	Fair Trade - The Shirt Off Your Back		The Power of Negotiation X 2	Tax x 2
	Recognising and Controlling Anger	What is Forced Marriage?	Global Warming - Issues and Prevention			Banks x 2
	Organisation of Life		Celebrating Women in History - Forgotten Achievements			Pensions x 2
						How to Write a CV x 2
						Entrepreneurship, Enterprise and Business x 2

We have added more lessons in Summer 2 to give you optionality. Pick and choose what is right for your students!

### Roles and Responsibilities

#### The Governing Board

The governing board will approve the PSHE policy, and hold the Head teacher to account for its implementation.

#### The Head

The Head teacher is responsible for ensuring that PSHE is taught consistently across the school.

#### Staff

Staff is responsible for:

- Delivering PSHE in a sensitive way
- Modeling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### Monitoring Arrangements

The delivery of PSHE is monitored by Hannah Thornton through:

- Lesson observations
- Book scrutinies
- Pupil Voice
- Planning audits

This policy will be reviewed by Hannah Thornton annually. At every review, the policy will be approved by the Head teacher and the Governing Board.

### Links with other policies

This policy links to the following policies and procedures:

- RSHE Policy
- Behaviour Policy
- Anti-bullying Policy

## RSHE

### Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### Statutory requirements

Riverley Primary School must provide relationships education to all pupils as per section 34 of the **Children and Social work act 2017**. We follow the National Curriculum in order to offer all pupils a curriculum that teaches the elements of sex education contained in the science curriculum.

In teaching RSHE, 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**.

At Riverley Primary School we teach RSHE as set out in this policy.

### Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSHE
- Ratification – once amendments were made, the policy was shared with governors and ratified

### Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

### Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, 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 don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

### Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### Roles and Responsibilities

#### The Governing Board

The governing board will approve the RSHE policy, and hold the Head teacher to account for its implementation.

#### The Head

The Head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non- statutory components of RSHE.

#### Staff

Staff is responsible for:

- Delivering RSHE in a sensitive way
- Modeling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head teacher.

#### Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non- statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing and sent to the school office. Alternative work will be given to pupils who are withdrawn from sex education.

### Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE, if needed.

### Monitoring arrangements

The delivery of RSHE is monitored by Hannah Thornton through:

- Lesson observations
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- Pupil Voice
- Planning audits

This policy will be reviewed by Hannah Thornton annually. At every review, the policy will be approved by the Head teacher and the Governing Board.

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