



PSHE Policy

Approved by: C. Scott
Last reviewed on: February 2025
Next review due by: February 2026

Date: 01.02.2025

Contents

Statement of Intent

Rationale and Ethos

Legal Framework

Roles and Responsibilities

Curriculum Design

Working with Parents/Carers and the wider community

Monitoring and Review

Statement of intent

PSHE and Relationships Education at Layton Primary School puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and emotionally, giving learners skills in and knowledge of how to be successful in the wider world.

Our PSHE offer is bespoke, broad, balanced and tailored to the needs of the pupils at Layton Primary School, as per section 78 of the Education Act 2002 which states that 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.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Our PSHE curriculum also supports our safeguarding policies; it equips pupils with the skills they need to stay free from harm and embeds fundamental British Values and a tolerance and respect for all.

Rationale and Ethos

Layton Primary School's vision for PSHE and RHE is for each child:

“To develop strategies, and a toolkit, for understanding my own and others’ emotions, to know how to build healthy relationships to stay safe and succeed in the wider world.”

This policy covers our schools’ approach to the Personal, Social, Health and Economic Education (PSHE) curriculum, including the statutory aspect of Relationship and Health Education (RHE). Throughout this policy PSHE will include the statutory aspects of RHE.

At Layton Primary School, we will also include some aspects of Sex Education, that are inline with the statutory requirements of the Science National curriculum, as recommended by the DfE, PSHE Association and approved by our governing body (allowing parents/carers the right to withdraw).

PSHE is valued as a way to support children’s personal, social and emotional development. We believe that it will provide children with the opportunity to develop a sense of self, to empower them with a voice and to fully equip them for future life and learning. Relationship education is important for our pupils as it provides knowledge and skills to help them to be safe, healthy and happy as they grow up and in their future lives.

We consider the role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Our PSHE curriculum is designed in such a way that it is:

- Age appropriate (in regard to age and stage of development)
- Is inclusive and meets the needs to all our pupils, including those with SEND
- Is sensitive and responsive to the needs, age, cultural and religious views of our pupils and their family backgrounds.

The curriculum sets out learning opportunities for each year group, with clear progression of knowledge and skills in three core concepts under which there are seven separate categories:

Health and Wellbeing		Relationships			Living in the wider world	
Physical Health	Emotional Health	Family, friendships and safe relationships	Understanding and managing emotions for myself and other	Keeping myself and others safe	Rights and responsibilities	Celebrating differences and raising aspirations

Schools also have a specific responsibilities in law, in relation to equality and protected characteristics. The PSHE curriculum at Layton Primary School seeks to foster these equalities and challenge all forms of discrimination and bullying, whilst being respectful of pupils' and parents' views.

Legal Framework

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

- Section 78 of the Education Act 2002
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Keeping Children Safe in Education
- SEND code of practice: 0 to 25 Years
- 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 education (SNSC))
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2020) Relationships, Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy

Roles and responsibilities

The PSHE curriculum is led by the Senior Leadership Team, SENDCO and the DSL.

The **governing team** are responsible for:

- Ensuring the curriculum is well led and effectively managed
- Ensuring teaching is delivered in a way that is inclusive and meets the needs of all children, including those with SEND
- Playing an active role in monitoring, developing and reviewing the implementation of the policy in school.
- Appointing a link governor who supports the school and monitors any aspects included within the SDP

The **headteacher** is responsible for:

- The overall implementation of this policy
- Reviewing requests from parents to withdraw their children from elements of the sex education curriculum delivered in Year 6. This is the only part of the curriculum that parents have the right to withdraw their children from.
- Reporting to the governing team on the effectiveness of this policy
- Ensuring there is adequate time for PSHE and RHE on the weekly timetable

The **PSHE Subject Leads** are responsible for:

- Implementing the delivery of the PSHE and RHE curriculum
- Ensuring staff are suitably trained to deliver the content of the curriculum
- Ensuring planning is age appropriate, inclusive to all, robust and shows a clear progression of knowledge and skills
- Ensuring teaching are provided with adequate resources to support the teaching of PSHE

- Ensure the school meets its statutory requirements in relation to the RHE and RSE curriculum
- Monitoring and evaluating the effectiveness of PSHE and providing reports to the governing and Senior Leadership team.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced relationships education in school.
- Ensuring the implementation of agreed vocabulary consistently across school
- Liaising with parents and carers to support further conversations at home and to share the resources ahead of teaching, upon request.

All **staff work together** to:

- Deliver a high-quality, robust, inclusive and age-appropriate curriculum inline with statutory requirements
- Use assessment for learning and resources to provide a challenging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the curriculum
- Model positive attitudes to PSHE
- Respond to any safeguarding concerns in line with our Safeguarding Policy
- Work with PSHE Subject Leaders to evaluate the quality of provision

Curriculum Design

Our PSHE curriculum includes the statutory aspect of Relationships and Health education as an integral part of it. At Layton Primary School, we will include wider aspects of sex education as recommended by the DfE, PSHE Association and approved by our governing team (allowing parents the right to withdraw).

As stated above, the curriculum sets out learning opportunities for each year group, with clear progression of knowledge and skills in three core concepts under which there are seven separate categories:

Health and Wellbeing		Relationships			Living in the wider world	
Physical Health	Emotional Health	Family, friendships and safe relationships	Understanding and managing emotions for myself and other	Keeping myself and others safe	Rights and responsibilities	Celebrating differences and raising aspirations

This model comprises:

- A whole school curriculum overview
- Long term progression in knowledge across all year groups
- Medium-term plans every half term across all year groups
- Links to resources (including PSHE Association resources, resources carrying the Association’s Quality Mark and any other appropriate resources that support delivery.)
- A PSHE and RHE calendar including events that tie in with British Values and school values

We know that our curriculum covers all statutory requirements of the DfE’s ‘Relationships Education, RSE and Health education’ guidance (DfE, 2020). Our curriculum allows different year groups to work on the core concepts, whilst building a spiral progression of the knowledge categories year on year.

The Whole School Curriculum and year group medium term overviews are available on the school website.

Delivery of the curriculum

Relationships Education will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.
- The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lessons will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. Relationships education is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver relationships education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching relationships education is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the PSHE team for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

Assessment

Whilst there are no formal examinations for the PSHE curriculum, the staff will follow the school's assessment for learning protocol, to ensure that all pupils make the required progress.

Pupil's work will be recorded in a class floor book, with evidence such as photos, post-it notes, word clouds etc. This will be used as a tool in the classroom for pupils to refer back to and will also stay with the class as they move through school to show progression.

Working with parents/carers and the wider community

At Layton Primary School we work closely with parents when planning and delivering these subjects.

We ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory relationships education

Parents are given every opportunity to understand the purpose and content of Relationships Education. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

We build a good relationship with parents on these subjects over time, for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, and we recognise that a range of approaches may be needed for doing so.

Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Monitoring and Review

This policy will be reviewed on an annual basis by the PSHE team and headteacher. The next scheduled review date for this policy is **December 2025**. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy Written: November 2024

Policy written by: Clare Scott, Steph Owen and Sarah Dunn

To be reviewed: November 2025

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____