



**Banham Primary School**  
**Personal, Social, Health Education policy (PSHE)**  
**incorporating the Relationships and Sex Education policy**  
**(RSE)**

## 1. Aims of PSHE and RSE

The aim is to provide every pupil with the opportunities to develop knowledge, skills and attitudes which will enable them to become effective learners and to grow into healthy balanced individuals that can create and sustain healthy relationships, both within and beyond school.

We aim to do this by providing a range of activities and experiences, across and beyond the curriculum so that the children will:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare them to play an active role as citizens.
- Develop a happy, healthy and safer lifestyle.
- Develop good relationships and respect the differences between people.
- Recognise the importance of their feelings and those of others.
- Learn appropriate ways to manage their own feelings.
- Develop independent strategies for problem-solving and maintaining self-control.

We believe that the aims of PSHE and RSE complement the Trust vision of **C.A.R.E.**

**We have agreed that, together, we will strive to ensure that we C.A.R.E and our children are:**

- **Confident**

Our children will have their self-esteem nurtured to enable them to be happy in themselves and achieve their full potential. We will ensure children are confident in their ability. We will ensure they are able to recognise the areas in which they are not as strong, and are confident in their strategies for progressing. Our children will be given the opportunity to speak in a variety of contexts and to a variety of audiences.

- **Able to meet future challenges**

Our curriculum, both inside and outside the school day, will give the children the skills they need to take to Secondary school and beyond. We will encourage them to have aspirations and ambitions, to 'dream big dreams'. Our children will not only learn to ask questions but to research answers, analyse information and question plausibility. We will prepare our children for a world that is changing technologically every day. Our children will understand the value of money, be organised and know how to keep themselves safe and healthy.

- **Responsible members of the community**

Our children will be encouraged to be respectful, polite and tolerant of others regardless of their differences, both within and outside of our school community. Our children will be kind and considerate. They will be able to work in teams, and communicate their ideas effectively. They will recognise their place in the variety of communities they are a part of. Older children will be role models for younger children. Their tolerance and consideration will enable them all to make friends happily with all groups, and to deal with disagreements in a sensible way. Our children will be proud of their school, their wider community and the part they play within those.

Underpinning these, our children will be:

- **Effective Learners**

We will foster in our children their love of learning, promote their independence and

encourage them to ask questions. We will challenge children to 'have a go' and ensure they are not afraid of trying new things or of making mistakes. We will enable them to recognise the value in listening to other people and celebrate their achievements. Above all, our children will be motivated to try their best.

## **2. Statutory Responsibility and Frameworks**

From September 2020 All Schools have a statutory duty to ensure that they teach RSE as part of their school curriculum at an age appropriate level and to consult with Parents regarding this.

Please refer to the following National Guidance link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf)

In terms of the RSE Curriculum Primary Schools have a statutory duty to teach Relationships Education whilst Secondary Schools have a statutory duty to teach Relationships and Sex Education.

Primary Schools can decide to teach Sex education if they wish to do so that goes above and beyond the Science curriculum that is taught across KS1 and KS2.

At Banham Primary School we will follow the statutory guidance in order to teach Relationships Education but will not teach Sex Education that goes beyond the National Curriculum for Science.

However, we do reserve the right to review our curriculum each year dependent upon the needs of each Year 6 cohort and if we feel that it is necessary to teach Sex Education following assessment of the cohort we will consult with Parents to discuss and share the proposed content and resources in order to teach the subject to our children.

In order to teach the statutory content of Relationships Education, we have taken the decision here at Banham Primary School to include this as part of a broader non-statutory PSHE framework.

To ensure that we cover the statutory content we will be using the Nationally recognised PSHE Association Program of Study, resources and training to which we have as a school become a subscribed member of the PSHE Association community. The Relationships Educational content is embedded within this broader approach to PSHE.

To find out more then please follow this link:

<https://www.pshe-association.org.uk/>

## **3. Curriculum organisation**

The PSHE Association Program of Study can be taught in two ways either as a thematic model or questions-based model. Both models follow a spiral curriculum where content is revisited each year, in greater depth building upon the previous year.

We have opted to follow the thematic model within the school.

A one-page over-view of the program of study is included at the end of this policy.

The Program of Study follows three broad themes:

**CORE THEME 1: HEALTH AND WELLBEING**

**CORE THEME 2: RELATIONSHIPS**

**CORE THEME 3: LIVING IN THE WIDER WORLD**

These core themes complement our aims within our Mental Health and Emotional Well-being policy.

PSHE will be taught as a discrete lesson each week and school assemblies will provide additional links in order to further broaden the understanding and appreciation of the core themes found within the program of study.

Teachers and staff will draw from a wide range of different resources to support the teaching of the core themes including previously used material found within the SEAL (Social, Emotional Aspects of Learning), PATHs (Promoting Alternative Thinking Strategies) and Thrive programs that the school have previously used.

As each school cohort (year group/class) is different, assessment of children's learning and understanding is an important part of PSHE provision as:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the school to demonstrate the impact of PSHE on the pupils and whole school outcomes.

#### **4. How PSHE is monitored and evaluated.**

The PSHE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in PSHE. They are also responsible for supporting colleagues in the teaching of PSHE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The PSHE subject leader evaluates the subject and informs the head teacher on the strengths and weaknesses in the subject and indicates areas for further improvement.

#### **5. Links to other policies.**

The PSHE policy links with the following policies:

- Safeguarding and Child Protection
- Mental Health and Emotional Well-being
- Behaviour policy
- Anti-bullying policy
- Equal opportunities policy
- Attendance

Reviewed: Summer 21

Review due: Summer 22

Signed..... (Head teacher)

Date.....

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PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

|        | Autumn: Relationships  |  |   | Spring: Living in the wider world   |  |  | Summer: Health and Wellbeing  |  |  |
|--------|--|--|---|---|--|--|---|--|--|
|        | Families and friendships   | Safe relationships   | Respecting ourselves and others   | Belonging to a community  | Media literacy and digital resilience  | Money and work   | Physical health and Mental wellbeing  | Growing and changing   | Keeping safe   |
| Year 1 | Roles of different people; families; feeling cared for                       | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful   | What rules are; caring for others' needs; looking after the environment                         | Using the internet and digital devices; communicating online                     | Strengths and interests; jobs in the community   | Keeping healthy; food and exercise; hygiene routines; sun safety  | Recognising what makes them unique and special; feelings; managing when things go wrong                        | How rules and age restrictions help us; keeping safe online  |
| Year 2 | Making friends; feeling lonely and getting help                              | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information                    | What money is; needs and wants; looking after money  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year   | Safety in different environments; risk and safety at home; emergencies                                   |
| Year 3 | What makes a family; features of family life                                 | Personal boundaries; safely responding to others; the impact of hurtful behaviour    | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite       | The value of rules and laws; rights, freedoms and responsibilities                              | How the internet is used; assessing information online                           | Different jobs and skills; job stereotypes; setting personal goals                               | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places                                 |
| Year 4 | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | Respecting differences and similarities; discussing difference sensitively                        | What makes a community; shared responsibilities   | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life  |
| Year 5 | Managing friendships and peer influence                                      | Physical contact and feeling safe  | Responding respectfully to a wide range of people; recognising prejudice and discrimination       | Protecting the environment; compassion towards others   | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies                              | Personal identity; recognising individuality and different qualities; mental wellbeing                         | Keeping safe in different situations, including responding in emergencies, first aid and FGM             |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations                   | Expressing opinions and respecting other points of view, including discussing topical issues      | Valuing diversity; challenging discrimination and stereotypes                                   | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing             | Human reproduction and birth; increasing independence; managing transition                                     | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |