



PSHE (Personal, social, health and economic) and RHE (Relationships and Health Education) Policy

Policy Owner	Light Years School
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Linked Policies	Safeguarding & Child Protection Policy Positive Behaviour SEND Information Report Ofsted Framework 2019 Curriculum Policy Staff Code of Conduct
ISS Regulatory Requirements	Part 1 – Quality of Education Sections 1, 2(1) – 2(2)(a), 2(2)(d) – 2A(1)(g) Part 2 – Spiritual, moral, social, and cultural development of pupils Section 5 Part 3 – Welfare, health and safety of pupils Section 7, 7(a), 7(b), 10

Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme through all school policies. For more information, please read the school's SEND Information Report.

Aims

Personal, Social, Health and Economic (PSHE) Curriculum is an important part of all children's education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need to manage their lives both now and in the future. As part of a whole school approach, our aim is to ensure that our children thrive as individuals, as part of a family and as confident members of the wider community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and our approaches will help pupils to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships.

The aims of personal, social, health and economic education (PSHE) at our school are to ensure that our pupils:

- Develop self-awareness and confidence
- Value themselves and others
- Form healthy and positive relationships
- Communicate effectively
- Know how to keep themselves safe
- Respond to challenge positively
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Understanding of health and how to stay healthy
- Awareness and appreciation of different kinds of relationships

At Light Years School, RHE (Relationships and Health Education) is taught within PSHE education curriculum. RHE is lifelong learning about emotional, physical, moral and emotional development. It will teach them about relationships, healthy lifestyles, diversity and personal identity, enabling them to develop and form positive values, attitudes, personal and social skills and increase their knowledge and understanding of how to make informed decisions and life choices. RSE is not about the promotion of sexual activity. The aims of relationships and health education (RSE) at our school are to:

- Provide a safe environment in which sensitive discussions can take place
- Promote responsible behaviour
- Develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and the importance of staying health and hygiene
- Create a positive culture around diversity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Provide all pupils with the knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Prepare children for transition and different relationships within secondary education

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Policy Development

This policy has been written in accordance with the statutory DfE guidance document 'Relationships and Education (RE)' and Health Education 2019 and 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
- Ratification – once amendments were made, the policy was shared with governors and ratified
- Evidence in floor books
- EHCP's and identified areas of need support policy development
- The policy will be reviewed yearly.

Curriculum

Our PSHE curriculum is taught in line with the PSHE Association guidance and follows DfE guidance and their programme of study, which includes all aspects of RHE. We may need to adapt it as and when necessary. The 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, LGBTQ+ 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). We have developed the curriculum in consultation with parents,

wherever possible, 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.

Delivery of PSHE and RHE

Wherever possible, we make close links between our PSHE & RHE curriculum and our school values. In addition, some aspects of RHE will be covered through our science, computing and RE curriculum and through PE (health and hygiene). Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn to speak if they want to.
- Everyone has a right not to speak.
- Everyone's contribution is respected.
- We don't ask or have to answer any personal questions.
- We use anatomically correct language when we have learnt it.

We have designed our curriculum in collaboration with the PSHE Association and use a 'question-based' topic over each half term. These build on topics which pupils may have learnt in Key Stage 1 and focus on 'What, How, Why' questions offering the opportunity for in-depth discussions and reflections. Three core themes are covered in the curriculum including: Relationships, Living in the Wider World and Health and Well-Being. Teaching builds throughout the primary phase according to the age and SEND needs of the pupils, with suggested developmentally appropriate learning objectives responding to each question.

Parents will be consulted with over the content of the curriculum to ensure they are aware of what is being taught and can contribute their thoughts.

Curriculum Map

Curriculum Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Cycle A	KQ: How can we be a good friend? T: Relationships C: Friendship; making positive friendships, managing loneliness, dealing with arguments.	KQ: What keeps us safe? T: Health & Well-Being C: Keeping safe; at home and school; our bodies; hygiene; medicines; and household products.	KQ: What are families like? T: Relationships C: Families; family life; caring for each other.	KQ: What makes us a community? T: Living in the Wider World C: Community; belonging to groups; similarities and differences; respect for others.	KQ: Why should we eat well and look after our teeth? T: Health and Well-Being C: Being healthy; eating well; dental care.	KQ: Why should we keep active and sleep well? T: Health & Well-Being C: Being healthy; keeping active, taking rest.
Year 3/4 Cycle B	KQ: What strengths, skills and interests do we have? T: Health & Well-Being C: Self-esteem; self worth; personal qualities; goal setting; managing set backs.	KQ: How do we treat each other with respect? T: Relationships C: Respect for self & others; courteous behaviour; safety; human rights.	KQ: How can we manage our feelings? T: Health & Well-Being C: Feelings and emotions; expression of feelings; behaviour.	KQ: How will we grow and change? T: Health & Well-Being C: Growing and changing; puberty.	KQ: How can our choices make a difference to others and the environment? T: Living in the Wider World C: Caring for others; the environment; people and animals; making choices and decisions.	KQ: How can we manage risk in different places? T: Health & Well-Being C: Keeping safe; out and about; recognising and managing risk.
Year 5/6 Cycle A	KQ: What makes up our identity? T: Health & Well-Being C: Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes.	KQ: What decisions can people make with money? T: Living in the Wider World C: Money; making decisions; spending and saving.	KQ: How can we help in an accident or emergency? T: Health & Well-Being C: Basic first aid; accidents; dealing with emergencies.	KQ: How can friends communicate safely? T: Relationships C: Friendships; relationships; becoming independent; online safety.	KQ: How can we keep healthy as we grow? T: Health and Well-Being C: Looking after ourselves; growing up; becoming independent; taking more responsibility.	KQ: How can the media influence people? T: Living in the Wider World C: Media literacy and digital resilience; influences and decision-making; online safety.
Year 5/6 Cycle B	KQ: How can we keep healthy as we grow? T: Health and Well-Being C: Looking after ourselves; growing up; becoming independent; taking more responsibility.	KQ: How can drugs common to everyday life affect health? T: Health & Well-Being C: Drugs; alcohol and tobacco; healthy habits.	KQ: How can the media influence people? T: Living in the Wider World C: Media literacy and digital resilience; influences and decision-making; online safety.	KQ: What jobs would we like? T: Living in the Wider World C: Careers; aspirations; role models; the future.	KQ: What will change as we become more independent? T: Relationships C: Different relationships; changing and growing; adulthood, independence; moving to secondary school.	KQ: How do friendships change as we grow? T: Relationships C: Different relationships; changing and growing; adulthood, independence; moving to secondary school.

Key:

KQ = Key Question

T = Theme

C = Content

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. Teachers will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

Since RHE protocols incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead and follow our safeguarding procedures.

Teachers must ensure they do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view, they should present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to appropriate manager structure or DSL.

Roles and Responsibilities

The Governing Body

The governing board will approve the RHE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school. The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Staff

Class teachers are responsible for teaching RHE at Light Years School and all staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring that the values and messages behind our PSHE and RHE curriculum are embedded, where possible, into the teaching and learning of other areas of the school curriculum.
- Reporting any safeguarding concerns that may arise using the school's safeguarding procedures.

Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar. In addition, the school subscribes to the PSHE Association which offers CPD and support. The senior leadership team will also invite visitors from outside the school, such as school nurses and local community representatives to provide support and training to staff teaching RHE.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic, and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.