



Grangetown Primary School

PSHE & Relationships Education Policy

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PSHE & Relationships Education Policy



What is PSHE?

PSHE stands for Personal, Social, Health and Economic Education. At Grangetown Primary School, we follow the PSHE Association Scheme to ensure that all children cover vital areas of understanding and gain knowledge to give the children the key skills to use in the wider world and future.

What is Relationships Education?

Relationship Education is the guidance from the government which directs what needs to be taught to the children at primary school. These areas of knowledge are specifically set out which allows these topics to be addressed during the teaching of the curriculum. This will mainly be within the weekly PSHE lesson, as well as being linked to other subject areas. At Grangetown Primary School, we follow the guidance from this Government policy and cover all aspects that are compulsory at primary school.

The purpose of PSHE & Relationships Education

“We want every child and young person to have an education that prepares them for life's opportunities and challenges.”

“It’s a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.”

(PSHE Association)

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools.”

(Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy, 2019)

In September 2020, PSHE and Relationships Education became a statutory curriculum area and it is a mandatory requirement to teach Health Education and Relationships Education in primary schools.

Sex Education

The DfE Guidance 2019, recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools.’

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Grangetown Primary School, Sex Education will be taught in PSHE lessons in Year 4, Year 5 and Year 6. These lessons will be tailored at the correct level for the children in these year groups. The school nurse and other professionals will be available to support with this.

Parents will be informed when these lessons are taking place and parents do have the right to request that their child is withdrawn from these lessons.

Equality

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”

(RSE Policy, 2019)

At Grangetown Primary School, we include LGBT teachings throughout the whole curriculum, not just in PSHE lessons. The children will be aware of the nine protected characteristics and will have respect for not only others within the school but for the wider community and wider world.



Key Themes & Key Concepts

The three key themes that run throughout the PSHE scheme taught at Grangetown Primary School are:

- Health and Wellbeing
- Relationships
- Living in the wider world

Within these **key themes**, the children at Grangetown Primary School will be taught the **key concepts** of:

- Rights and responsibilities
- Money
- Safety and risk
- Feelings and friendships
- Health
- Identity

The PSHE Progression Grid and Long Term Planning maps out these key themes and concepts, when they will be taught and how they are all linked.

Aims

At Grangetown Primary School, we aim to:

- Provide a broad and balanced curriculum which meets the need of the pupils.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school, the community and of society.
- Prepare pupils at Grangetown Primary School for the opportunities, responsibilities and experiences they already face and for those they may face later in life.
- Encourage the pupils to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- Develop an understanding and give skills to the pupils to keep themselves safe in a variety of situations.

PSHE & Relationships Education Intent

At Grangetown Primary School, PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Our belief is that when delivered well, PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Taking part in mindfulness activities and Thrive activities, our children are able to approach their learning in a calm, thoughtful and balanced manner. Through the teaching about tobacco, alcohol, drugs and right and wrong, the children will be able to make informed choices as they grow, and understand how to stay safe. Safety and risk are key areas of understanding which is giving children the skills and knowledge to prepare our children to stay safe online in a growing technological world. PSHE teaches our children how important it is to take care of themselves, starting from learning what a balanced diet is, looking after their teeth to them progressing on to personal hygiene and having a sense of self-worth.

At Grangetown Primary School, we welcome visitors from the community to share and enlighten our children and to excite them about the wider world.

PSHE Curriculum Provision

At Grangetown Primary School, PSHE and Relationships Education is delivered as part of a whole school approach. This includes:

- Daily check-ins with children every morning.
- Weekly PSHE lessons delivered by teachers or skilled teaching assistants, all following the PSHE Association planning and guidance.
- Links to other curriculum subjects where appropriate.
- Headstart, Thrive, School Council, RRSA Steering Group, MHWB Practitioner and Preparing for Adulthood.
- Visitors into school from the community as well as visits outside of school for the children.
- Opportunities for children to lead discussion and collaboration.

Teaching and Learning

EYFS

EVFS Progression Overview		PSHE including British Values and Citizenship					
Skills	Knowledge	Vocabulary	Arriving in Year 1 able to...				
<p>To identify and name some feelings.</p> <p>Be able to explain different ways that family and friends should care for one another.</p> <p>To identify own skills, talents and being special.</p> <p>To understand that sometimes we have to try new things.</p> <p>To understand that their body requires certain things to keep healthy and clean.</p> <p>Begin to understand about some personal dangers - the road, water, the sun.</p> <p>To be sympathetic to other people and their worries.</p> <p>Play co-operatively, taking turns with others.</p> <p>Begin to understand the importance of friendship and of kind behaviour.</p> <p>Form positive relationships with adults and other children.</p> <p>To be able to speak in a familiar group, will talk about ideas.</p> <p>Choose the resources needed for chosen activities.</p> <p>To say when they do and don't need help.</p> <p>Understand consequences, and know that some behaviour is unacceptable.</p> <p>To understand the impact of a vote.</p> <p>Encourage children to see themselves as part of a wider community.</p> <p>Provide opportunities to make links with the local community, for example, outings to local places.</p> <p>To ask questions.</p>	<p>Building relationships with other children.</p> <p>Sharing and turn taking.</p> <p>Interact/ play with others.</p> <p>Separate from Parents/ Carers</p> <p>Distract themselves when/ if they are upset.</p> <p>Build confidence with children/ staff.</p> <p>Discuss right/ wrong/ rules in school.</p> <p>Talk about our emotions and what makes us happy/ unhappy</p> <p>Talk about how we are feeling today and why</p> <p>Develop understanding of school rules/ routines.</p> <p>To be able to cope with transitions.</p>	<p>Rules, danger, good happy, sad, healthy, unhealthy, exercise job, money, some, different, needs, wants, rules, wash, brush teeth, toothbrush, toothpaste, brush hair, wash, bath, like/dislike, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, safety, right, wrong.</p>	<p>Skills</p> <table border="1"> <thead> <tr> <th>With Support</th> <th>Independently</th> </tr> </thead> <tbody> <tr> <td>Be confident to try new activities with independence and resilience.</td> <td> <ul style="list-style-type: none"> Work and play cooperatively. Form positive attachments to adults and peers. Manage their own basic hygiene and personal needs </td> </tr> </tbody> </table> <p>Knowledge</p> <ul style="list-style-type: none"> Understand the reasons for rules. Show an understanding of their own feelings and begin to express them. Develop the skills of negotiation. 	With Support	Independently	Be confident to try new activities with independence and resilience.	<ul style="list-style-type: none"> Work and play cooperatively. Form positive attachments to adults and peers. Manage their own basic hygiene and personal needs
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Year 1 – 6

PSHE Progression Grid

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Rights and responsibilities	Money	Safety and risk	Safety and risk	Feelings and friendships	Identity
Year 2	Rights and responsibilities	Feelings and friendships	Health	Identity	Feelings and friendships	Safety and risk
Year 3	Safety and risk	Feelings and friendships	Rights and responsibilities	Feelings and friendships	Health	Money
Year 4	Identity	Feelings and friendships	Feelings and friendships	Feelings and friendships	Safety and risk	Safety and risk
Year 5	Identity	Rights and responsibilities	Money	Health	Safety and risk	Money
Year 6	Feelings and friendships	Feelings and friendships	Rights and responsibilities	Money	Health	Rights and responsibilities

PSHE Long Term Planning

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How do we decide to behave? Relationships Responsibility Respect Identity Choice	What can we do with money? Responsibility Choice	How do we keep safe? Responsibility Respect Choice	How do we keep safe? Responsibility Respect Choice	How do we feel? Respect Choice	What makes us special? Respect Identity
Year 2	How can we help? Relationships Responsibility Respect	What is bullying? Relationships Responsibility Respect Choice	How we can be healthy? Choice	What is the same and different about us? Relationships Respect Identity	How do we show our feelings? Respect Choice	How can we keep safe in different places? Responsibility Respect Choice
Year 3	What are the rules that keep us safe? Responsibility Respect Choice	What can we do about bullying? Relationships Respect Choice	What are we responsible for? Respect Choice	How can we describe our feelings? Respect Identity	How can we eat well? Responsibility Choice	What jobs would we like? Responsibility Identity Choice
Year 4	What is diversity? Relationships Responsibility Respect Identity	How can we be a good friend? Relationships Respect Choice	How do we grow and change? Responsibility Respect Identity	How do we grow and change? Responsibility Respect Identity	How can we keep safe in our local area? Responsibility Respect Choice	How can we keep safe in our local area? Responsibility Respect Choice
Year 5	What makes a community? Relationships Responsibility Respect Identity Choice	What does discrimination mean? Relationships Respect Identity	How can we manage our money? Responsibility Choice	What choices help health? Responsibility Choice	How can we be safe online and using social media? Responsibility Respect Choice	What makes us enterprising? Responsibility Identity
Year 6	What makes a happy and healthy relationship? Relationships Responsibility Respect Identity Choice	What makes a happy and healthy relationship? Relationships Respect Identity Choice	What are human rights? Relationships Responsibility Respect Identity	How can money affect us? Responsibility Choice	How can we stay healthy? Responsibility Choice	How can we manage risk? Responsibility Respect Choice

Planning, teaching and assessment

At Grangetown Primary School, we follow the PSHE Association Scheme and use this to help plan weekly PSHE and relationships Education lessons for all our children. Each child learns differently so there is a mixture of teaching and learning styles used within each lesson. This includes, stories from books, video clips, PowerPoint presentations, scenario cards and most importantly discussions led by the children.

At the beginning of every PSHE lesson, the learning objective is shared with the children and also the British Value and UN Rights of a Child article that links to the lesson objective. This enables all children to hear the vocabulary surrounding not only PSHE but also British Values and UN Rights of a Child.

Discussion and collaboration are the main focus in our PSHE lessons, mainly led by the children and facilitated by the teaching staff. Children have their PSHE journals in front of them during each lesson and are able to make notes, draw pictures or write words that they feel they want to during the lesson.

Key questions from the planning are asked of the children throughout the lesson to aid the assessment process and understanding of the children.

Teaching staff also annotate planning with answers of key questions given by children and at times children might be videoed giving an answer, showing emotions by facial expressions, debates, for example, and QR codes will be made and displayed in the PSHE QR Code floor book in each year group.

The PSHE Lead will regularly review planning, have a look at PSHE journals and assessment pieces of work to make sure that all areas of the PSHE scheme is being covered and all compulsory areas are being taught.

Teaching staff will assess children's progress throughout the year. This assessment process will identify any areas of strengths and areas of misconceptions. The PSHE lead will be able to work alongside staff members to create plans to deal with any misconceptions.

It is the responsibility of the PSHE lead to monitor the progress of PSHE across the school with reference to specific action points outlined in the PSHE action plan. Working closely alongside the Head of School to review this action point is important. Using the data collected from assessment will give a clear picture of attainment and future actions can be highlighted and addressed.

Inclusion, SEN and Gifted and Talented

At Grangetown Primary School, we welcome all. We are proud of each and every child in our school. All abilities are catered for within the PSHE lessons. As the lessons are mainly discussion based and child led, each child has an opportunity to engage and take part in each lesson. A range of recording and communicating children's work is used throughout each lesson so every child is able to take part and thrive in each lesson at their level and ability. Support is given to those who require it and those children who are gifted and talented in this subject area will be challenged and given the opportunity to go further with their thinking and understanding.

Roles and responsibilities

Who monitors and evaluates PSHE and Relationships Education in school?

The PSHE lead will monitor and evaluate the PSHE curriculum across the school. The PSHE lead will work closely with the Head of School and also the Mental Health and Wellbeing Practitioner. The PSHE lead will keep an up to date action plan and work on areas identified on the action plan to ensure that PSHE is current and up to date for everyone.

PSHE journals will be filled in weekly during weekly lessons. PSHE QR Code floorbooks kept up to date and key question answers annotated on planning will help with assessment and monitoring. Photographs taken during lessons when useful to be used in evidence collecting.

Planning will show progression of key themes and key concepts and all staff will be able to see this.

Staff

All staff will have access to their year group PSHE folder. This will enable any member of staff who is teaching the PSHE lesson to be fully equipped and able to teach the lesson. Within the year group folder there will be:

- Progression grid.
- Long term planning grid.

- Year group specific medium term planning from the PSHE Association.
- A copy of the medium term planning on Grangetown Primary School medium term planning grids.
- Vocabulary to be used is clearly highlighted on the planning.
- A copy of the RSE Policy.
- British Values information.
- UN Rights of a Child Article poster.
- Master copies of the PSHE journal inserts for PSHE journals.

PSHE throughout the school year

Throughout the school year, there are plenty of opportunities for all children and staff to celebrate and broaden knowledge of PSHE topics. For example, Children's Mental Health Week, Carers Week, Science Week, RE days, British Value days, RRSA Steering Group meetings, weekly Schools Council Meetings, assemblies, charity event, visitors into school and school trips to name just a few. These opportunities will allow the children to gain a wider experience of the wider world and to enjoy PSHE themes outside of their weekly PSHE lessons.

Staff, Governors and Parents

Parents are kept up to date with any information, activities and special dates through our ParentMail service and our social media pages. Staff and children can upload work and pictures onto SeeSaw for children and parents to see. Parental consultations and open afternoons are also used to discuss PSHE with parents.

Regular staff meetings are scheduled to ensure all staff are up to date with PSHE throughout the school and policy updates. The PSHE lead and MHWB Practitioner work closely together and have weekly meetings to keep everything up to date within school.

The PSHE lead attends regular Trust meetings, collaborating with the other PSHE leads from other schools.

The PSHE lead attends CPD sessions to ensure they are continuing their own professional development.

Governors are kept up to date with PSHE developments through school policies, PSHE days throughout the school year, meetings with PSHE lead and Head of School.

Linked Policies

- Safeguarding Policy.
- Equal Opportunity Policy.
- Confidentiality Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- RSE Policy.
- Equality, Diversity and Inclusion Policy.
- Racial Equality Policy.
- SEND Policy.

- Online Safety Policy.
- Mental Health and Wellbeing Policy.