



# **Tuition, Medical and Behaviour Support Service**

## **Primary Curriculum Policy PSHE including Relationships and Health Education**



<b>Reviewed:</b>	September 2019
<b>Next Review:</b>	September 2020
<b>Responsibility:</b>	Catherine Lyth

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## **Appendix 1:**

Harlescott Education Centre (TMBSS) Relationships and Health Education  
Programme of Study 2019 - 2020

## 1. Aims

The aims of 'PSHE, including Relationships and Health Education' 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.

## 2. Statutory requirements

As an Alternative Primary Provision, we must provide 'Relationships Education' to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education as a stand-alone subject but we do need to teach the elements of sex education contained in the primary science curriculum (2014).

In teaching 'PSHE, including Relationships and Health Education' we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and The Equality Act 2010.

At Harlescott Education Centre (TMBSS) we teach 'PSHE, including Relationships and Health Education' as set out in this policy.

We have based our school's 'PSHE, including Relationships and Health Education' policy on the DfEE draft guidance (February 2019). We refer to the programme as 'PSHE, including Relationships and Health Education' as we place the emphasis on relationships and supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of loving relationships, respect, love and care.

## 3. Policy development

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

1. **Review** – a member of primary staff pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and carers were given the opportunity to look at the policy and make recommendations.

4. **Pupil consultation** – we investigated what exactly pupils want from their ‘PSHE, including Relationships and Health Education’ through our Student Forum.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

#### 4. Definition

‘PSHE, including Relationships and Health Education’ is about promoting the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Through carefully planned teaching we endeavour to provide a combination of sharing information, and exploring issues and values.

In planning and presenting our ‘PSHE, including Relationships and Health Education’ programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to the programme is the development of pupils’ self-esteem and their regard for safety. If young people feel positive and good about themselves and aware of how to keep themselves safe, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Anti-Bullying and Equal Opportunities. The Primary ‘PSHE, including Relationships and Health Education’ programme of study has been written with the support of the Shropshire Public Health Curriculum Advisor to ensure the needs of the primary aged pupils at TMBSS have been carefully considered.

#### 5. Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

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 do not seek answers online.

Relationships and Health Education must be accessible for **all** pupils. The DFE dictate that this is particularly important when planning teaching for pupils with special educational needs and disabilities. We aim to provide high quality teaching that is differentiated and personalised as the starting point to ensure accessibility for all.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships and Health Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors have been taken into consideration in designing and teaching these subjects. Our key priority has been to tailor the content and teaching to meet the specific needs of our pupils at different developmental stages; we have ensured our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

'PSHE, including Relationships and Health Education' is taught as a stand alone subject but is also integrated within the wider school curriculum; it complements and overlaps with the general ethos and life of the school.

In planning and presenting our 'PSHE, including Relationships and Health Education' programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

## **6. Delivery**

The main delivery of 'PSHE, including Relationships and Health Education' is through monthly teaching sessions, but some aspects are also taught through other subject areas such as science and PE. The programme is taught by primary practitioners whom the children already know and have a relationship with. The sessions will be taught in mixed gender groups based on the pupils learning and developmental need.

Due the transient nature of our pupils we are unable to deliver a full curriculum to all pupils. We do however use elements of the Shropshire 'Respect Yourself: Eat Better, Move More', RSE programme which many Shropshire schools use therefore consistency and continuity is maintained for the pupils also accessing mainstream schooling as part of their primary education. This programme teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach.

In addition to this through science lessons in Key Stage 1 the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. For this aspect, we follow the guidance material in the National Curriculum for science (2014).

The **'Relationships'** element of the programme 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).

The **'Physical Health and Mental Well Being'** element of the programme covers the following:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher and assistant head**

The headteacher and assistant head are responsible for ensuring that 'PSHE, including Relationships and Health Education' is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- Delivering 'PSHE, including Relationships and Health Education' in a sensitive way
- Modelling positive attitudes to 'PSHE, including Relationships and Health Education'
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching 'PSHE, including Relationships and Health Education'. Staff who have concerns about teaching 'PSHE, including Relationships and Health Education' are encouraged to discuss this with the headteacher.

#### **7.4 Pupils**

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

#### **8. Parents' right to withdraw**

Parents **do not** have the right to withdraw their children from 'PSHE, including Relationships and Health Education'.

#### **9. Training and monitoring arrangements**

Staff are trained on the delivery of 'PSHE, including Relationships and Health Education' as part of their induction and access to additional training is available through Shropshire Council's continuing professional development calendar.

The assistant head will also invite visitors from outside the school to provide support and training to staff teaching 'PSHE, including Relationships and Health Education'.

The delivery of 'PSHE, including Relationships and Health Education' is monitored by:

- Planning scrutinies and learning walks

Pupils' development in 'PSHE, including Relationships and Health Education' is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Catherine Lyth, Assistant Head. At every review, the policy will be approved by the governing body.