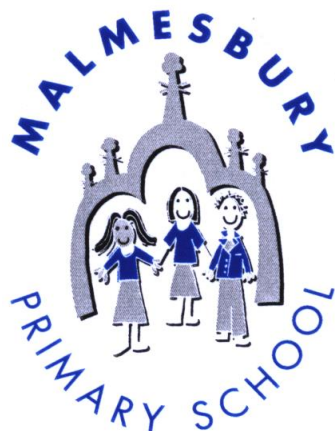


Malmesbury Primary School



PSHE Policy including RSHE

Prepared by	Steve Donegan
Committee responsible	Standards
Date ratified by Governors	April 2025
Date for review	April 2027
Signed (Chair of Governors)	
Signed (Headteacher)	

Malmesbury Primary School

At Malmesbury Primary School we see Personal, Social and Health Education (PSHE) as being the core of all that we do.

Statutory Relationship and Health Education is taught through our PSHE curriculum. Where appropriate, aspects of Relationships and Sex Education are taught within the Science curriculum.

We aim to develop skills and attributes such as resilience, self-esteem, risk management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The National Curriculum states:

All schools should make provision for personal, social, health and economic (PSHE) education, drawing on good practice. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

Introduction

- From September 2020, PSHE is a statutory subject.
- The promotion of children's personal development (which includes social development) is a fundamental aspect of education and underpins all other learning.
- Through our curriculum, our school environment and our ethos, we promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships, based on respect for themselves and for others; at home, at school and in the community.
- Our curriculum is set out as per **Appendix A** but we may need to adapt as and when necessary.

Aims of PSHE

Through PSHE we aim to:

- develop confidence and responsibility in the children and enable them to make the most of their abilities;
- prepare children to play an active role as citizens in their local and in the wider world;
- ensure children to respect themselves so they develop a healthy, safer lifestyle;
- prepare all children to understand the positive and negative effects of social media;
- enable children to develop good relationships and respect the differences between people;
- ensure all children respect others whatever their beliefs, race or gender.

Learning environment

- We will create a safe and supportive learning environment by having clear 'ground rules' and a confidentiality agreement that is understood by all adults and children.
 - We will ensure that where pupils indicate that they may be vulnerable and at risk, appropriate support will be put in place. Children indicate they need support through different methods. E.g. talking to an adult; showing a visual cue.
- This policy is informed by the school's safeguarding/child protection policy

The Teaching of PSHE

The PSHE curriculum covers these 3 key themes:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

Teachers will use a variety of teaching methods including the use of circle time and active engagement sessions to enable children to develop self-awareness, positive self-esteem and the confidence to:

- Feel positive about themselves by having opportunities to show what they can do and how much responsibility they can take.
- Participate in the school's decision-making process, relating it to democratic structures and processes such as councils, parliament, government and voting.
- Make decisions about their own lifestyle and well-being, such as food, smoking, use of scarce resources, spending money and contributing to charities.
- Understand different relationships and the different roles within these relationships.
- Develop relationships through work and play.
- Consider the social and moral dilemmas that they come across in life, including online safety.
- Take responsibility for looking after the school environment; considering the needs of others, acting as a peer supporter, identifying safe, healthy and sustainable means of travel when planning their journey to school.
- Find information and advice.
- Prepare for change now and in their future lives.

The curriculum offers discreet themed days for Anti-Bullying and Online Safety.

Relationship and Sex Education (RSE) is **not** compulsory in Primary schools. However, Primary schools are required to teach the elements of sex education contained in the PSHE and Science curriculum. At Malmesbury Primary School, we teach RSE as set out in **Appendix B** of this document.

Cross-Curricular Links

Wherever appropriate links with other subjects will be acknowledged and planned for, particularly in Literacy, Science, Geography, History, ICT, PE, D&T and R.E through particular issues within lessons and the use of vocabulary.

Appropriate links will also made in phase and whole school assemblies, school council meetings, extra-curricular clubs and events, inter and intra school sporting fixtures, on school trips and when schools hosts visitors.

Online Safety

Some PSHE themes are taught through ICT lessons. The main topics of discussion on online safety at a pupil level are:

- Keeping personal information private.
- Age appropriate content.

- Online information accuracy and how to check.
- Social media safety and terms associated.
- How to deal with situations arising online.
- Being aware of the dangers.
- Identifying trustworthy people to discuss concerns with.
- Respectful online interactions.

Equal opportunities

All children at Malmesbury Primary School are given the same opportunity in PSHE, irrespective of race, or gender or other differences. (See the school Equal Opportunities Policies). We will ensure that pupils with SEND receive access to PSHE through careful consideration given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted and Teachers and/or Learning support assistants working with individual pupils where required, and if appropriate.

Assessment

In PSHE there are 2 broad areas for assessment:

- (i) Children's knowledge and understanding of the 3 themes (Health and Wellbeing, Relationships and Living in the Wider World).
- (ii) How children use their knowledge and understanding in developing skills and attitudes; through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Monitoring and Evaluation

- The implementation of the policy is the responsibility of the staff and will be monitored by the Subject Leader and the Head Teacher.
- The Subject Leader monitors the PSHE curriculum through scrutinising planning, learning walks, and monitoring children's work, but predominantly through discussion with the children.
- All staff will be responsible for evaluating strengths and weaknesses in the subject, indicating areas for further improvement.

Equality

We will promote equality through promoting positive images; by challenging stereotypical images and by promoting the achievements in PSHE issues made by people from all cultures and communities.

Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home.

- We are committed to working with parents and carers.
- We will communicate with parents and carers through uploading the policy onto the school website.
- We will encourage discussion of topics at home by having information of what is being taught, half termly, on our website.
- Parents will not be allowed to withdraw their children from PSHE lessons, as it is a statutory subject. Parents can e-mail school or speak to teachers directly if they have concerns about any aspects of the PSHE curriculum.

Appendix A

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 time online	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

Appendix B

RSE

Aims

The aims of relationship and sex education (RSE) 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

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making • Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

When discussing families and relationships all contributions from children will be equally valued. Children living with single parents, same-sex parents, extended families and the nuclear family will all be encouraged to share what is positive about their family and to feel those contributions have equal weight. The school will not actively promote any sexual orientation over another. Care will be taken to use inclusive language wherever possible.

Homosexuality will never be discussed in relation to sexual activity.

Roles and responsibilities

The governing body

The governing board has delegated the approval of this policy to the Standards Committee

The Head Teacher

The Head Teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but brief – not attempting to provide everything there is to know. The age of the child will always be taken into consideration as will their level of maturity and prior learning.

Any question that leads a staff member to suspect an inappropriate knowledge, curiosity or experience will be reported immediately to the Designated Safeguarding Lead.

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

Any parent has the right to withdraw their child from all or part of the RSE programme delivered in this school except those parts of the programme that are covered by the Science Curriculum. Parents wishing to exercise this right should make an appointment to see their child's teacher to discuss how this will be managed.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Leader through:
Monitoring children's work and pupil discussions.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Subject Leader and Head Teacher bi-annually. At every review, the policy will be approved by the Standards Committee.

Curriculum Map

Year Group	Topic/Theme	Curriculum
Yr 1	Growing & Changing & body parts	Science
Yr 2	Growing & Changing & body parts	Science
Yr 3	Body parts - male and female differences.	Science
Yr 4	Body parts & introduction to puberty – physical and emotional changes	Science
Yr 5	Human gestation & foetal development.	Science
	Puberty in humans.	Science
	Sexual (and asexual) reproduction in plants, amphibians and birds.	Science
Yr 6	Human gestation & foetal development	Science
	Puberty in humans.	Science
	Sexual (and asexual) reproduction in plants, amphibians and birds.	Science
	Conception, pregnancy & contraception – basic facts	RSE – parental right to withdraw.