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**Sutton Veny C of E Primary School Relationships and health Policy(PSHE)**

**Our Vision for PSHE**

We aim to develop a set of skills and knowledge that help children live the best physically healthy and mentally well life they can. They should have the ability to be self-reflective; understand the effects of their chosen behaviours on themselves and on others as part of a school and in the wider community. They should be able to have the confidence and ability in knowing how to deal with conflict, worries or scenarios. They should be able to develop social skills in a safe, supportive and caring environment, where individuals are valued. Our curriculum gives them a strong foundation for life in every sense.

**Definition in the Statutory curriculum**

Relationships education is a vital and necessary part of children’s education. Our PSHE programme reflects the needs of our children; equipping them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The school curriculum follows statutory requirements for relationships education, physical health and mental wellbeing education and non-statutory education on financial education and living in the wider world. Parents **do not** have a right to withdraw their child from **relationships and health education.** Puberty (the changing adolescent body), is taught as part of the statutory ‘Physical health and wellbeing’ section of the PSHE curriculum. Reproduction in humans is a separate program of study and follows the statutory Science curriculum. (See separate SE policy/overview.)

**PROVISION**

Relationships and health education in our school includes a planned programme of learning opportunities and experiences that help children grow and develop as individuals and as members of families and of social and economic communities. Our lessons scheme has been written to match the needs of our children; using the PSHE association objectives for each year group (scheme updated September 2018), and in line with the Statutory requirements of the DofE Relationships and Health education objectives (scheme updated September 2019). The School follows the requirements set down in law e.g. the Equality Act and The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 201.7

Teachers plan and assess according to their year group objectives, covering the topics of:

1. **Statutory Relationships education** (teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.)-
* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe
1. **Statutory Physical health and wellbeing education** (teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a normal part of daily life, in the same way as physical health.) -
* Mental wellbeing
* Internet safety and harms
* Physical health and fitness
* Healthy eating
* Drugs, alcohol and tobacco (KS2 only)
* Health and Prevention
* Basic first aid
* Changing adolescent body (KS2 only)
1. **Non-statutory Living in the wider world education** (teaching economic wellbeing and being a responsible citizen) Taught alongside R.E. and including ‘British values’ –Democracy/The Rule of law/Individual liberty/mutual respect for and tolerance of those with different faiths and beliefs and those without faith.-
* Economic wellbeing
* Rights and responsibilities
* Being a responsible citizen
* Respecting their own and other’s cultures

The teaching of British values has also been explicitly included in our PSHE scheme of work; allowing children to understand their place in a community. The scheme runs alongside a yearly ‘Anti-bullying’ week and ‘Safer internet’ week, but the teaching of PSHE is also very implicit in our school; through the role models adults provide and the learning opportunities available in all curriculum areas and through the experiences that happen in the daily life of the school (Please see the scheme of work for detailed information about the objectives each year group will be taught.)

**ASSESSMENT**

Staff report on children’s personal, social and emotional skills as part of our yearly report. They assess against specific year group objectives for PSHE. Assessment is both summative and formative; through observations in lessons, feedback in narrative marking, and through other school-wide systems such as being on the spotted board and speaking as special person in celebration assemblies. Some PSHE learning may not be formally recorded; so teachers and the subject leader consider a variety of evidence when making judgements. Children are encouraged to self-assess through verbal and written responses during lessons. Our strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessments are used to identify where pupils need extra support or intervention. The School makes reasonable adjustments to alleviate disadvantage and is mindful of the SEND Code of Practice when planning for this subject.(Please see the assessment sheets in PSHE books for detailed information about year group objectives.)

**LINKS WITH OTHER POLICIES**

SMSC policy/Anti-bullying Policy/Pupil version Anti-bulling policy/SE Policy/Behaviour policy/Internet safety policy

**RESPONSIBILITIES**

Training and ongoing CPD plays a crucial role for all teachers involved in PSHE education. However, the key responsibility for PSHE within the school lies with the subject leader. As PSHE can involve Safeguarding and confidentiality, teachers have a clear understanding of the protocol to follow in our school if a child makes a disclosure during a lesson. Ground rules are developed in consultation with the children during class circle times in order that children and adults feel comfortable, safe and able to learn effectively. Teachers use a range of strategies to deal with unexpected questions as they arise and to be able to discern whether it is an appropriate question for the whole group or an issue to be dealt with on an individual basis. They consider and anticipate possible responses from children when dealing with controversial or sensitive issues. Use of an anonymous ‘worry box’ or ‘question box’ is used to make it safe for children to raise issues that concern them. Teachers are aware of the impact their comments may have on the expressed choices and decisions of children.

**MONITORING AND EVALUATING**

The PSHE subject leader, Head teacher and named governor for PSHE are responsible for analysing provision, attainment and progress across the school. Pupil interviews are a useful source of information as the nature of the subject may mean that there is less ‘official’ recorded work. However, PSHE books and annual reports are also used by staff to help make summative attainment statements at the end of each school year.

**ROLE OF LEADER**

The PSHE leader has responsibility for overseeing the planning, the provision and the monitoring and evaluation of PSHE and relationships development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. S/he will understand the impact that good PSHE can have on the school as a whole and be able to manage the whole of PSHE education including sex education (SE).

**POLICY REVIEW**

The policy has been produced in line with statutory requirements and has been made available for parents, staff and governors to review annually. Parent feedback is warmly welcomed as we work together to help parents understand the reasons and requirements of this curriculum.

The policy is updated yearly and is approved by the governing body.

**Subject leader-**Sallie Boyd

**Subject link Governor-**Tom Finnie

**Date-**September 2021

**Date for next review:** September 2022