



**Kilburn**  
**Grange School**  
LEARN ENJOY SUCCEED

# **PSHE (Personal, Social, Health and Economic education) and RSHE (Relationship, Sex and Health education) Policy (2020 - 2021)**

Signed:	
Chair of Local Advisory Board:	Mark Greatrex
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## 1.0 Introduction and Intent

At Kilburn Grange School, we aim to equip our pupils with the tools that they need to become healthy, independent, and responsible future citizens in our ever-changing world. Kilburn Grange School recognises the importance of Personal, Social, Health and Economic education (PSHE), as well as Relationship, Sex and Health education (RSHE) to children and young people growing up in an increasingly complex world with rapidly changing information and technology. Personal, Social, Health and Economic education (PSHE), as well as Relationship, Sex and Health education (RSHE) is an important part of our curriculum as it enables children to gain the knowledge that is needed to enable them to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. We believe that it is the heart of what education is all about - educating children's minds and hearts and helping pupils grow and develop as people.

## 2.0 Statutory Requirements

As a primary free school, we must provide relationship education to all pupils in line with statutory guidance under section 34 of the Children and Social work act 2017. We are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This includes the statutory RSHE guidance from the Department for Education.

We follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

This policy outlines how we teach RSHE at Kilburn Grange School.

## 3.0 Definitions of Relationship, Sex and Health Education

RSHE is about the emotional, social and cultural development of pupils. It enables pupils to learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity or sexual orientation but it is more about learning and celebrating differences as this reflects the world in which we live.

### Relationship Education Overview:

Relationship Education focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. They will look at what a relationship is, what friendship is, what family means and who the people are who can support them. Children should be taught how to take turns, how to treat each other with kindness, consideration and respect. Children will also explore during their lessons the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. We teach children how they can ensure personal space and boundaries are adhered to, show respect to others, and promote and understand differences between appropriate and inappropriate behaviour. Such teachings, will encompass elements of personal safety, for example, helping children to understand their right in being able to protect their own body and who to speak to if this is ever compromised or jeopardized. By the end of primary schools, pupils will have been taught content on: families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe. This means your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect. All of the learning will be age appropriate.

### Health Education Overview:

Health Education focuses on the aim of teaching pupils about physical health and mental wellbeing and giving them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health

contributes to good mental wellbeing, and vice versa. By the end of primary schools, pupils have been taught content on: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. In teaching children through these topics, in an age appropriate manner, we aim to give your child the information that they need to make informed decisions about their own health and wellbeing.

### Sex Education Overview:

Sex Education focuses on teaching children about relationships and health. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals that is compulsory to be taught.

Sex education is a non-statutory requirement and it is important to note that primary schools can choose whether they teach sex education to meet the needs of their pupils. As a school, we have decided that we will only be teaching Relationship and Health Education (RHE). After careful consideration and consultation with parents we will not be teaching sex education at Kilburn Grange School.

As we do not teach sex education at Kilburn Grange School, parents and carers are unable to withdraw their child(ren) from Relationships and Health Education because it is statutory and a vital part of their education covering topics such as friendships, how to stay safe/healthy and puberty. The science curriculum in our school includes content on human development, including puberty and reproduction, which is part of the statutory curriculum and parents are unable to withdraw their child from these lessons. Please note that as the curriculum is statutory and you will find that all state-funded primary schools including free schools must teach the compulsory units. Parents in other state-funded primary schools including free schools cannot withdraw their children from specific lessons because they disagree with the lesson content. Any parents who wish to discuss the curriculum and their child(ren)'s participation in PSHE/RHE lessons will be asked to schedule an appointment to have a discussion with the class teacher and a member of the senior leadership team. RHE is taught within the PSHE education curriculum.

## 4.0 The Aims of PSHE and RHE at Kilburn Grange School

The aims of PSHE/RHE at Kilburn Grange School are:

- Understand how to keep and stay safe at all times.
- Understand how to keep and stay healthy at all times, as well as the importance of health and hygiene.
- Develop and understand the importance of a healthy relationship.
- Recognise that their bodies grow, describe and understand the changes as they grow older, preparing them for puberty.
- Develop respect, empathy and responsibility as they grow and learn to become responsible members of the school community.
- Recognise the importance of feelings and how to manage them safely and effectively.
- Understand that emotions are part of an individual and that they should recognise their own worth and develop good self-confidence, self-respect and self-esteem.
- Identify how to keep safe on the internet and when to ask for assistance if needed.
- Identify any dangers that come with the internet and how to protect themselves from these.
- Care for the world around them and ways to look after the world.
- Be aware of hazards that may be around them and how to deal with them safely and effectively.
- Show equality to others, no what their differences are.
- Learn about the different responsibilities of becoming a member of society.
- Provide a framework in which sensitive discussions can take place.

## 5.0 Implementation - PSHE/RHE Curriculum Overview at Kilburn Grange School

The development of the PSHE education and RHE will take place across all curriculum areas in our school. At Kilburn Grange School teachers and staff plan activities that encourage pupils to recognise the personal, spiritual, moral, social and cultural dimensions of their learning and reflect on the significance of what they are learning.

We use the 1Decision scheme of work to teach and deliver PSHE education and RHE. The 1Decision scheme of work is aligned with the statutory guidance and covers all the relevant elements that are required to be taught. 1Decision brings together PSHE Education and RHE in a comprehensive scheme of learning and takes into account the age, needs and feelings of pupils. The curriculum also offers a robust understanding of safeguarding through the comprehensive PSHE, RHE and e-safety programmes. The scheme of work has been awarded the PSHE Association Quality Mark. In this scheme of work, relationship education is 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 overview below outlines the eight units, as well as the differing topics for each year group. PSHE/RHE or PSED in Reception is timetabled and taught in each class once per week. In Key Stage 1 and 2 classes, all discussions and learning during PSHE/RHE lessons are recorded in a whole class scrap book to show pupils responses and contributions. The class scrapbook includes the date of the lesson, explanation of task, pupil voice and photos/task children completed. As Reception is part of the Early Years Foundation Stage (EYFS), they follow the Early Years curriculum including the characteristics of effective learning. In EYFS, teaching of PSHE is incorporated into the learning of Personal, Social, Emotional and Development, one of the prime areas of the EYFS curriculum. PSED is captured in individual/group observations in each pupil's learning journal.

Kilburn Grange School has six values which are part of our expectations and behaviour policy. WE CARE is the acronym that spells out our school values. The letters stand for: **Wonder, Enjoy, Collaborate, Aspire, Reflect and Endeavour**. All our learning is underpinned by our core values that show **WE CARE** for ourselves, each other, our community and beyond. The school values help to develop a pupil's character, self-discipline and learning habits and enable them to grow into well-rounded individuals and successful learners. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. They are an important part of children's PSHE/RHE development and promoting the Fundamental British values. We focus on a different value each half-term and the overview below outlines which value we focus on each half-term. Throughout the half-term, assemblies are planned to teach children about this value and supports children's SMSC development including the Fundamental British Values.

Every half-term, major key festivals, events and memorable dates are identified and planned for during assemblies and collective workshop. There are two whole school assemblies and one in-class assembly each week. There is also a Picture News in-class assembly fortnightly in each class to discuss local, national and global current events happening at the time. There is a key charity identified each term. We believe that when children take part in charitable events, they learn about responsibility, generosity, helping others, making positive changes and how to engage with the local community as well as national and global issues. This also supports children's SMSC development including the Fundamental British Values.

The PSHE/RHE curriculum including PSED in EYFS is embedded throughout the curriculum using cross-curricular opportunities. For example, human reproduction in Science, health and wellbeing in Physical Education and online safety in Computing. In addition to this, we provide enrichment activities to support the curriculum such as Anti-bullying Week and Black History Month. When relevant, we plan

educational visits and visitors such as the school nurse, drama workshops or the local fire station as we believe these experiences are an important contribution to the pupils' PSHE and RHE development.

The half-termly curriculum leaflet will outline to parents and carers what will be taught in PSHE/RHE each half-term. There will also be an annual opportunity offered to parents and carers to look at the PSHE/RHE materials and lessons in more detail.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Head Teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

Overview:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<b>Key whole school festivals, events and memorable dates</b>	International Day of Peace, Older People's Day, Black History Month, Show Racism the Red Card, World Animal Day, World Mental Health Day, Harvest Festival, Rosh Hashanah, Yom Kippur, Eid-al-adha, Halloween	Bonfire Night, Diwali, Anti-bullying week, Remembrance Day, Guru Nanak Gurpurab, Hanukah, Christmas/Nativity/Visit care home to sing carols, Children in Need/Universal Children's Day, Christmas Jumper Day, International Day for Tolerance, Human Rights Day, St Andrew's Day	World Religion Day, Chinese New Year, Pancake Day, Safer Internet Day, Martin Luther King Jr. Day, Number Day	World Book Day, Mothering Sunday, Holi Festival, Passover, Easter, International Women's Day, St Patrick's and St David's Day, International Day of Happiness, Comic Relief or Sport Relief	St George's Day, Buddha Day, World Day for Cultural Diversity, Earth Month, Science Week, International Day of Families, Penpal Day for Year 5 with care home	Queens' Birthday, Father's Day, World Refugee Day, Ramadan/Eid-al-fitr, Dharma Day, International Day of Disability, Green for Grenfell, Sports Day, International Food Festival (as part of Summer Fair) Transition Day (to new classes)		
<b>School Value</b>	WE CARE and Collaborate (revisited throughout the year)	Enjoy	Aspire	Endeavour	Wonder	Reflect		
<b>Reception (PSED)</b>	<ul style="list-style-type: none"> <li>Rules and routines</li> <li>School values</li> <li>Formulating friendships</li> <li>Naming body parts</li> <li>Our families are special</li> <li>Learning to understand that we are all different and unique.</li> <li>Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating my achievements</li> <li>Taking care of my belongings</li> <li>Understanding the importance of being thankful</li> <li>School Values</li> <li>Honesty</li> <li>Learning how to keep safe when using fireworks</li> <li>Helping others</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Learning about fears and how to overcome them</li> <li>Conflict resolution</li> <li>School Values</li> <li>Stranger danger</li> <li>Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Showing empathy</li> <li>Mother's Day</li> <li>I understand what it means to be lonely</li> <li>Bullying</li> <li>Conflict resolution</li> <li>School Values</li> <li>Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>School Values</li> <li>Road safety</li> <li>Show consideration to others</li> <li>Showing consideration and care to all living things</li> <li>Father's Day</li> <li>People that help me in school, at home and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>School Values</li> <li>Worries</li> <li>Reflection</li> <li>Transitions</li> <li>Expressing my thoughts and feelings</li> <li>Internet safety</li> </ul>		
<b>Unit</b>	Keeping/ Staying Safe	Keeping/ Staying Healthy	Relationships/ Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	Our World/ The Working World	Hazard Watch/ A World Without Judgement
<b>Year 1</b>	Road Safety	Washing hands	Friendships	Water Spillage	Jealousy	Online Bullying	Growing in our World	Is it safe to eat or drink? Hoax Calling (Fire Unit)
<b>Year 2</b>	Typing Shoelaces	Healthy Eating Brushing Teeth	Bullying Body Language	Practice makes perfect Helping someone in need	Worry Anger	Image Sharing Computer Safety Documentary	Living in our world Working in our world	Is it safe to play with? Petty Arson (Fire Unit)
<b>Year 3</b>	Staying Safe Leaning out of Windows	Medicine	Touch	Stealing	Grief	Making friends online	Looking after our world	Enya and Deedee at the Fire Station Texting whilst Driving (Fire Unit)
<b>Year 4</b>	Cycle Safety	Healthy Living	Appropriate touch	Coming home on time	Jealousy	Online Bullying	Chores at home	Breaking Down Barriers
<b>Year 5</b>	Peer pressure Adults & Children's View	Smoking	Puberty	Looking out for others Adults & Children's View	Anger Adults & Children's View	Imagine sharing Adults & Children's View	Enterprise Adults & Children's View	Inclusion and Acceptance Adults & Children's View
<b>Year 6</b>	Water Safety	Alcohol	Review Puberty	Stealing	Worry	Making Friends online	In app purchases	British Values

## 6.0 Further Considerations When Delivering the PSHE/RHE Curriculum at Kilburn Grange School

At Kilburn Grange School, class teachers usually teach PSHE/RHE lessons. However, sometimes this will involve a Teaching Assistant. Staff do not have the right to opt out of teaching PSHE/RHE. Staff who have concerns about teaching PSHE/RHE are encouraged to discuss this with the Head Teacher. As teaching PSHE/RHE encompasses sensitive matters, it's important that staff delivering PSHE/RHE lessons create a safe and supportive learning environment whilst also being prepared for the issues that may arise.

### Safe and Supportive Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by ensuring clear guidelines are shared with pupils. Pupils will be given the opportunity to develop and discuss their opinions in a safe and respectful manner. Pupils will respect the views of others, their cultural and religious differences.

### Safeguarding Disclosures

Teachers also need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk an adult in a one-to-one capacity after the session closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding Policy is followed.

### Answering Questions

When teaching, there may be topics that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. These may include family lifestyles and values, physical and medical issues, financial issues, sexual orientation, bullying and bereavement. Pupils' questions are answered honestly and sensitively according to the age and maturity of the pupil(s) concerned and if cannot be answered directly, can be addressed individually later. It is important that teachers respond in an appropriate manner so children are fully informed and don't seek answers online.

### Political and Controversial Issues

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

### Faiths, Beliefs and Values

When teaching PSHE/RHE, staff must be mindful and understanding about the different faiths and community groups within the school and take this into consideration when planning and teaching these subjects to ensure delivery and resources of lessons are appropriate for all students. They will address pupils' questions with due regard to the beliefs and values of the pupil's family and home background. Teaching of PSHE/RHE at Kilburn Grange School reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

### Supporting Children with Special Educational Needs

We teach PSHE and SMSC to all pupils, regardless of their ability. Our teachers provide learning opportunities matched to individual needs of all pupils. When teaching PSHE and RHE, teachers may take into account the targets set for the pupils as part of their intervention, or Education Health and Care Plan, if and when applicable. For more able and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## 7.0 Subject Monitoring

PSHE/RHE is monitored half-termly by the PSHE/RHE Lead by scrutinising the class scrapbooks, carrying out pupil conferences and observing lesson observations. The Head Teacher has the overall responsibility for ensuring that PSHE/RHE is taught consistently across Kilburn Grange School.

## 8.0 Assessment and Impact of the PSHE/RHE Curriculum at Kilburn Grange School

Each module within the 1Decision series builds on our Early Years programme and begins with a baseline assessment of the pupils' current knowledge, which allows class teachers to address any gaps in their learning. The KS2 programme has clear progressive routes from the KS1 programme, and the children's gained knowledge is highlighted throughout the assessment process.

The expectations of assessment of the subjects are:

- Pupils' development in PSHE/RHE is monitored by class teachers as part of our internal assessment systems. In EYFS, PSED is assessed termly as part of the EYFS development matters outcomes and early learning goals using observations and teacher knowledge. In KS1 and KS2, there is an assessment opportunity after every topic that is learnt for all year groups in the last lesson. Pupil's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in circle time and lessons.
- General comments about PSHE and RHE will be included in annual reports to parents and discussed during parent teacher meetings.

The effect of teaching a high quality PSHE/RHE curriculum prepares children for the opportunities, responsibilities, and experiences of adult life. It also promotes the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

Children will be happy, healthy and responsible, with a clear understanding of what makes a caring, healthy and safe relationship. Children will leave our school as well-rounded individuals and will enter the next phase of their learning journey as independent, successful and resilient learners.

## 9.0 Policy Development

The Kilburn Grange School PSHE/RSHE Policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The PSHE/RSHE Lead and The Designated Safeguarding Lead 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 any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their PSHE education/RSHE
5. Ratification – once amendments were made, the policy was shared with the Local Advisory Board (LAB) for them to approve

The Local Advisory Board (LAB) approves and holds the head teacher to account for the implementation of the PSHE/RSHE Policy. Under the Equalities Act 2010, Kilburn Grange School strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE education and RSHE must be sensitive to the different needs of individual pupils and the school community and may need to evolve over time as the pupil population changes. Therefore, the policy will be reviewed every two years and will involve the PSHE Lead, the staff, parents and children of the school. At every review, the policy will be approved by LAB.