

Grafton Primary School PSHE and RSHE Policy

Sex Education and Health Education (RSHE) aspects of Personal, Social, Health and Economic education (PSHE) are now compulsory within all schools. RSHE covers broad areas of particular relevance and concern to children and young people today - mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

These new statutory requirements do not extend to sex education at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science).

Parents of Upper KS2 Children will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education.

In developing a PSHE scheme of work at Grafton, we have taken objectives from the PSHE Association programme of study, as well as DfE guidance which can be found here

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Aims:

At Grafton Primary School, we believe that PSHE helps to give Children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

The aims of the PSHE curriculum at Grafton are to:

- Promote the spiritual, moral, cultural, mental and physical development of all Children
- Prepare Children for the opportunities, responsibilities and experiences of later life
- Encourage Children to value themselves and others
- Allow Children to acknowledge and appreciate difference and diversity
- Teach Children how to make informed choices
- Prepare Children to be positive and active members of a democratic society
- Teach Children to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide Children with a toolkit for understanding and managing their emotions
- Provide Children with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help Children to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare Children for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help Children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach Children the correct vocabulary to describe themselves and their bodies

Delivery of PSHE (including RSHE) Children at Grafton through discrete lessons and regular discussions and P4C sessions around various aspects of the PSHE curriculum.

PSHE lessons will follow a clear sequence of learning whilst discussions will be tailored to the needs of the class, and may link to current affairs.

Furthermore, the school always uses everyday situations to develop and deepen children's knowledge and understanding within this area as well as assemblies and focus days.

Examples of work completed in lessons are then recorded in a class PSHE book.

We aim to have at least one piece of evidence for each of the following strands of the PSHE curriculum over the academic year:

- Healthy lifestyles (physical wellbeing)
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco (Year 5 and 6 only)
- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others
- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: money
- Economic wellbeing: aspirations, work and career

SEND

As far as is appropriate, Children with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual Children where required, and if appropriate.