



Policy Title:	Personal, Social, Health and Economic Education Policy with reference to the integrated Relationships and Health Education Curriculum
Date of Issue:	Summer Term 2023 (Updated November 2023)
Date of Review:	Summer Term 2024
Author and Role:	Bev Hennefer, Headteacher, Subject Leader, Parent Governors - with reference to The School Bus and the PSHE Association
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	This signature has been removed for GDPR purposes
Details:	This Policy: Reflects the school values and philosophy in relation to the teaching and learning of Personal, Social, Health and Economic Education (PSHE). It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment, and is designed to help them understand their role and responsibilities. It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate
Cross reference:	Assessment Policy Single Equality Policy Teaching and Learning Policy RHE Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Personal, Social, Health and Economic Education Policy (PSHE)

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Aims and structure of the PSHE curriculum
4. Safeguarding
5. Programme of study
6. Assessment
7. Monitoring and review

Appendix

Statement of intent

Royal Cross School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. We want our learners to be prepared for life after their time at Royal Cross and into adulthood.

Our PSHE curriculum is strongly tied to our Relationships and Health Education (RHE) programme. The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE/ RHE curriculum at our school.

- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the Royal Cross School web site where it will be available to read and download.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2020) 'Relationships Education, Relationships and Health Education' (RHE)
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Key roles and responsibilities

- The governing board has overall responsibility for the implementation of the school's PSHE/RHE Policy.
- The governing board has overall responsibility for ensuring that the PSHE /RHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- The Headteacher has overall responsibility for reviewing the PSHE/RHE Policy annually.

- The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The Headteacher will be responsible for the day-to-day implementation and management of the PSHE/RHE Policy.
- The PSHE/RHE subject leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE/RHE education that achieves the aims laid out in this policy.
- The school will consult with parents to ensure that the relationships education elements of the PSHE/RHE curriculum reflect the needs and sensibilities of the wider school community.
- The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

3. Aims of the PSHE (+ RHE) curriculum

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.

- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Become financially responsible and independent as possible.

Delivery of the Curriculum

Royal Cross School will determine, within the statutory curriculum content what pupils are taught during each class group. This will take into account individual developmental and communication needs alongside what may be age-appropriate content.

We ensure PSHE/RHE is inclusive by

- Employing Qualified Teachers of the Deaf who teach in British Sign Language or Signed Supported English and adapt their teaching to the language level of the children.
- Ensuring that there is a Deaf role model and qualified BSL tutor to support individual pupil's understanding of sensitive issues through their first language.
- Maintaining a Governing Body that is representative of the school community and has 3 deaf representatives involved in curriculum development.

In addition:

- All teaching will take into account individual pupil communication, SEN and development needs.
- A range of teaching and learning styles are used to teach PSHE/RHE. Royal Cross has developed a Scheme of Work which links to the *PSHE Association Framework for SEND* and the *PSHE Association Programme of Study*. The Scheme of Work outlines topics and themes, suggested teaching ideas and resources.
- Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - *No crude language.*
 - *No raised voices/shouting.*
 - *No talking over people.*
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.
- Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

- All pupils are encouraged to take part in fund raising work such as organising school events such as assemblies and national projects.
- The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- The school consults with the local community on matters related to PSHE/RHE to ensure that local issues are covered in lessons.
- Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- Timetabling and cross-faculty involvement
- The school uses direct teaching via timetabled lessons.
- PSHE/RHE is taught in discrete curriculum time, delivered by class teachers and other key staff.
- The school ensures cross-curricular learning through discussion between subject leaders.

4. Safeguarding, reports of abuse and confidentiality

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

- All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
 - *Bullying (including cyberbullying).*
 - *Physical abuse, e.g. hitting, kicking, hair pulling.*
 - *Sexual violence, e.g. rape, assault by penetration and sexual assault.*

- *Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.*
- *Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.*
- *Sexting*
- *Initiation/hazing type violence and rituals.*
- All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
 - *Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.*
 - *Signs of self-harm or a significant change in wellbeing.*
 - *Signs of assault or unexplained injuries.*
 - *New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.*
- All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy DSL). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse.
- Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy DSL) and children's social care.
- Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- The school will involve the DSL (or deputy DSL) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns to a key member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

- The school invites external agencies to support the teaching of safeguarding-related subjects - they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

Safe and effective practice.

The Subject Leader along with the senior leadership team will ensure a safe learning environment by establishing clear ground rules around discussing sensitive topics, engendering a culture of respecting everyone and by answering questions factually and with appropriate language.

Teachers and pupils will agree the ground rules for talking about sensitive topics.

- Pupils can ask questions anonymously by putting questions in a box which are drawn out randomly.
- Pupils can talk privately with the school mental health 'First Aider' and wellbeing lead if they appear upset by a topic.
- Pupils can talk privately with the school Deaf role model/BSL tutor lead they appear upset by a topic.
- All staff teaching PSHE/RHE will be supported by an open forum in weekly staff meetings to discuss issues and seek advice or consensus on difficulties.

Tailoring PSHE/RHE

- All teaching will take into account individual pupil communication, SEN and development needs.
- The school uses discussions and other activities during initial PSHE/RHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE/RHE educational provision through whatever communication mode is appropriate.

- All pupils with SEND receive PSHE/RHE education, with content and delivery tailored to meet their individual needs.
- The school will deliver Relationships and Health Education (RHE) as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

5. KS1 and 2 programmes of study

Royal Cross School has based its programmes of study for the PSHE curriculum on the topic areas outlined in the PHSE Association's SEND Framework (July 2020). This ensures that the programmes incorporate all the statutory requirements for the Primary Relationships and Health Education curriculum for key stages 1 and 2.

**The PSHE Association SEND Framework (July 2020) is fully aligned with the Statutory Guidance for the Primary Relationships and Health Education (RHE) from the Department for Education (DfE).*

These programmes of study for key stages 1 and 2 have been adapted to meet the very particular needs of deaf children and their communication / language needs.

This Royal Cross School framework supports a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood.

The Framework also supports school in planning, assessing, monitoring and evidencing progress and achievement alongside the school's B Squared assessment system. Pupils' progress will be tracked at regular intervals (at least termly) using the PSHE Association SEND Framework through their time at Royal Cross. Each pupil in Key Stage 1 and 2 has a SEND Framework booklet which is highlighted to indicate current levels and to plan next steps.

The PSHE/RHE Education Planning Framework for Pupils with SEND

The Planning Framework is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships Education)

4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Curriculum Content

These six sections from the Framework for SEND are delivered through the Scheme of Work. Each section is delivered in one of the six half terms every year. In Key Stage 1, the curriculum is on a two-year cycle and in Key Stage 2, a four-year cycle. This facilitates breadth of coverage and progression. Progression is ensured as teachers choose learning objectives that offer appropriate challenge to their pupils.

Most units of study on the Scheme of Work contain '*Deaf Specific*' sections suggesting how deafness affects the area of study. There are also units of study which promote independence and self-care e.g. caring for hearing equipment.

Alongside each topic are the School's Six Values are identified for a specific focus to compliment the areas being explored. These School Values were voted for by staff and pupils. A School Value is focused on each half term. Certificates are awarded every week as part of the *Celebration Assembly*. These *School Values* are *Respect, Perseverance, Kindness, Friendship, Honesty* and *Positivity*. There is a School Values display in the main hall and corridor.

See Appendix

6. Assessment

Tracking Individual Progress

Staff will be able to track individual progress through the B Squared assessment system and individual Case Studies. B Squared identifies learning outcomes for each topic area in progressive stages, starting with the first stage

- 'Awareness', building up to
- 'Engagement', progressing to
- 'Gaining Skills and Understanding' through to
- 'Mastered' – gaining greater depth in learning.

Each builds on the one before, and assumes that pupil has met previous outcomes, and introduces new or additional learning in successive visits.

Each pupil in Key Stage 1 and 2 has a PSHE Association SEND Framework booklet showing dated and highlighted attainment. This booklet will track their progress through School over time.

In EYFS progress is recorded using *Development Matters* using the *Personal Social and Emotional Development* descriptors. This data is reviewed termly and continuously updated by the EYFS Team.

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Understand their rights and equalities as young, Deaf people in a hearing world.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

Using and Adapting the Planning Framework to meet the needs of pupils within Royal Cross school

The Framework for SEND and Scheme of Work is used as a guide to the possible content of a spiral PSHE/RHE education programme for our pupils. Individual key staff are free to use it flexibly, adapting it to the unique needs and abilities of our pupils.

We recognise that all our pupils are unique, and their development will not necessarily correspond to their chronological age or their key stage in many aspects of their learning in PSHE/RHE education. Much of the learning may need to be regularly re-visited and consolidated with the focus on the quality of learning rather than quantity of 'topics' covered. It is vital that our pupils have the opportunity to explore, recognise and understand the subject content.

This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them.

Staff are able to differentiate up and down so that pupils are able to work within class topics, with the more able pupils able to work progressively across the six key areas with regular opportunities for revisiting and consolidation of previous outcomes.

In this way, staff can adapt the framework and programmes of study for groups of pupils or to create a bespoke learning programme for individual pupils.

The Planning Framework may be further modified and adapted to pupils' needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Re-visiting content through cross-curricular learning and/or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Giving meaningful feedback as well as next steps for pupils.
- Including different sensory experiences at the 'Awareness' level tailored to individual pupils (Deaf + with additional cognitive needs).
- Providing opportunities both in and out of school to promote physical, social and emotional understanding as pupils' transition from the primary phase through to the secondary phase.

Additional Considerations Specific to Royal Cross School Pupils

Age and Developmental Stage of Pupils.

Great care is taken to match the PSHE/RHE curriculum content to the maturity, both physical and emotional, of pupils, understanding that this may not always correspond to chronological age.

It takes account of both pupil's capacity to absorb sensitive information and the extent to which it is essential for them to have information at that point in their development.

In the early stages, information may be of a very simple introductory nature (awareness / encountering) leading to more specific areas of personal development appropriate to pupils' age and level of understanding.

Cultural Issues

Our school population draws from a range of ethnic and cultural groups. Questions should be answered sensitively, and due consideration should be given to any particular religious or cultural factors and to parent's wishes, acknowledging the existence of differing cultural values and beliefs.

Communication and Language Development

Pupils at Royal Cross are deaf and so language acquisition and development of communication ability depends, for many pupils on access to a signing environment.

When there are communication difficulties with very young pupils, opportunities to discuss aspects of growing up are severely restricted. Pupils may lack opportunities to 'pick up' information in the usual way yet they are still exposed visually to various experiences, through social media, TV and online.

Pupils at Royal Cross need to be provided with the correct information and a communicative appropriate framework for understanding and awareness of underlying considerations and repercussions.

To support this understanding all staff are made aware of the need to:

- Enlist the support of school's Deaf BSL role model and tutor to help support understanding in pupil's first language.
- Provide pupils with the relevant sign vocabulary and communication skills for asking questions, discussing issues, finding out information, expressing feelings, discussing changes, choices and dangers.
- Ensure all presented information is clear and visual.
- Be sensitive to what is socially acceptable and balance the need for explicitness with propriety, presenting facts plainly with due regard to the complexity of a range of family, religious and cultural considerations.

BSL Social Language Enrichment Programme

Year 5 and 6 will undertake a programme of social BSL communication led by a BSL Deaf tutor and role model. This aims to prepare pupils for age appropriate social communication at secondary school.

This may include:

- BSL Level 1 curriculum
- Researching Deaf Vloggers and Youtubers
- Creating a vlog in BSL
- Social inclusion groups at Ashton Deaf Support Department.

Additional Special Needs

A number of pupils at Royal Cross have additional cognitive needs (Deaf +). *This is a definition agreed upon by the national Sign Bilingual Consortium of schools for the Deaf.*

Teachers have a particularly sensitive role to play in the realm of PSHE/RHE. Children with learning difficulties are entitled to the same opportunity as other children to benefit from PSHE/RHE. They may need more help than others in coping with growing up and also in learning what sorts of behaviour are and are not acceptable and in being prepared in how to keep themselves safe.

The teaching of PSHE/RHE needs to be handled carefully and delivered in the way most appropriate to pupil's developmental stage and individual learning / language needs

Engagement with parents

At Royal Cross we understand the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

We work closely with parents by establishing open and regular communication and ensure all parents are provided with the following information:

- The content of the PSHE/RHE curriculum
- The resources that will be used to support the curriculum

We continue to build positive relationships with parents by including parents in discussions about what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

We consult with parents, pupils and staff in the following ways:

- Face to face meetings
- Video conferencing
- Telephone conversations
- Training sessions
- Newsletters and information letters
- Home / parent contact through Class Dojo

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher.
- Emailing head@royalcross.lancs.sch.uk

- Contacting the school office on 01772 729705
- Submitting written feedback into the school office.

Assessment and Recording

School will undertake key assessments to determine pupil progress – these include the following:

- Data input at 3 key points in the year into B Squared (PHSE)
- Monitoring of Pupils' PSHE Association SEND Framework booklets.
- Book Looks
- Internal moderation

Working with external experts

- RCPS is a member of the PSHE Association and will access content and training as appropriate.
- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy. This may at times involve advice from the Lancashire Prevent Team.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the school's Child Protection and Safeguarding Policy and procedures.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other cognitive needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

Curriculum links

The school seeks opportunities to draw links between PSHE/RHE and other curriculum subjects wherever possible to enhance pupils' learning.

PSHE/RHE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles, including mental health.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

Confidentiality

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring quality

The PSHE/RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Data analysis reports
- Learning walks
- Work/book scrutiny
- Lesson planning sampling

The PHSE/RHE subject leader will create annual subject reports for the Headteacher and governing board to report on the quality of the subjects.

The PHSE/RHE subject leader subject leader will work regularly and consistently with the Headteacher and link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

7. Monitoring and review

This policy will be reviewed by the headteacher and PSHE coordinator on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is July 2024.


This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.


Appendix

Key Stage 1 – Long Term Plan

		Cycle 1	Cycle 2
Autumn	1	<i>Self-Awareness</i> SA1 Things we are good at	<i>Self-Awareness</i> SA2 Kind and unkind behaviour
	2	<i>Self-Care, Support & Safety</i> SSS1 Taking care of ourselves	<i>Self-Care, Support & Safety</i> SSS2 Keeping safe
Spring	1	<i>Managing Feelings</i> MF1 – Identifying and expressing feelings	<i>Managing Feelings</i> MF 2 – Managing strong feelings
	2	My body (Non-PSHE Association Unit)	<i>Changing & Growing</i> CG1 – Baby to adult
Summer	1	<i>Healthy Lifestyles</i> HL1 – Healthy Eating	<i>Healthy Lifestyles</i> HL2 – Taking care of physical health
	2	<i>The World I live In</i> WILI1 – Respecting difference between people	<i>The World I live In</i> WILI2 – Jobs people do

Appendix

Key Stage 2 – Long Term Plan

		Cycle 1	Cycle 2	Cycle 3	Cycle 4
Autumn	1	<i>Self-Awareness</i> SA3 Playing & work	<i>Self-Awareness</i> SA4 People who are special to us	<i>Self-Awareness</i> SA5 Getting on with others	Rights and responsibilities (Non-PSHE Association Unit)
	2	<i>Self-Care, Support & Safety SSS3</i> Trust	<i>Self-Care, Support & Safety</i> SSS4 Keeping safe online	<i>Self-Care, Support & Safety</i> SSS5 Public & private	Audiology (Non-PSHE Association Unit)
Spring	1	<i>Managing Feelings</i> MF1 – Identifying & expressing feelings (continuation from KS1)	Audiology (Non-PSHE Association Unit)	<i>Managing Feelings</i> MF 2 – Managing strong feelings (continuation from KS1)	<i>Managing Feelings</i> SA2 – Kind and unkind behaviours
	2	<i>Changing & Growing</i> CG2 – Changes at puberty	<i>Changing & Growing</i> CG3 – Dealing with touch	<i>Changing & Growing</i> CG4 – Different types of relationships	Careers (Non-PSHE Association Unit)
Summer	1	<i>Healthy Lifestyles</i> HL3 – Keeping well	<i>The World I Live In</i> WILI1 – Respecting difference between people (continued from Key Stage 1)	Audiology (Non-PSHE Association Unit)	<i>Self-Care, Support & Safety</i> SSS2 Keeping safe
	2	<i>The World I Live In</i> WILI3 – Rules & Law	<i>The World I Live In</i> WILI4 – Taking care of the environment	<i>The World I Live In</i> WILI5 – Belonging to a community	<i>The World I Live In</i> WILI6 – Money