



Elm Tree

Primary Academy

PSHE & RHE Policy

September 2022-2026

W Plant WHITNEY PLANT 22/10/24

Introduction

This policy outlines our school's approach to the teaching, organisation and management of Personal, Social, Health and Economic (PSHE) Education taught at Elm Tree Academy. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader and ultimately the Headteacher.

PSHE includes Relationships Education which is statutory in primary schools from September 2020.

The aim of this policy is to ensure that leaders, teachers and parents understand the PSHE curriculum at Victoria Academies Trust and our approach to teaching it. PSHE and Relationships are an important and necessary part of education and living in modern Britain. We believe it is vital to equip pupils with a sound understanding of the risks of the modern world and with the knowledge and skills necessary to make safe and informed decisions.

Aims and Values

Our approach teaches the content of the curriculum in an age appropriate and sensitive manner.

All of this content will support our five core values (Focusing on family, Insist on excellence, Do good as you go, Embrace innovation and Seize success). These will ensure all pupils will develop resilience and character so that all pupils are happy, successful and productive members of society.

- Focusing on family:

Through the nurturing of personal relationships, mutual respect and the understanding of a loving family unit; pupils will understand and respect that families can be different to their own.

- Insist on excellence:

Pupils will develop resilience and develop mental well-being strategies to cope with emotions and the ups and downs of everyday life.

- Do good as you go

Children will develop sensitivity towards the feelings and needs of others and educate against discrimination and prejudice.

- Embrace innovation:

To build strategies to empower children and allow them to make informed choices and actively engage children to be a positive citizen and make a difference.

- Seize success

Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build their agency. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Children will learn to celebrate individual and group achievements so that they can be the best that they can be.

High quality relationships education helps create safe school communities in which children can grow, learn, and develop positive, healthy behaviour for life. Through the Relationships Education lessons delivered as part of the PSHE curriculum, schools will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. This guidance comes directly from the Department for Education document issued in 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education.

'Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged'.

PSHE Association

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships Education and Health Education must be accessible for all. This is particularly important when planning teaching for pupils with special educational needs and disabilities and those with Social, Emotional and Mental Health needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. Teachers are aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children when delivering all PSHE lessons.

Right to withdraw

Statutory guidance (September 2020) now requires every primary age child to receive Relationships and Health education and therefore no child can be withdrawn.

Sex education is not statutory until secondary and will therefore not be taught in our schools.

Aspects of the Science curriculum will cover life cycles on animals including humans, and that animals including humans produce offspring. This is part of the statutory Science curriculum and therefore there is no right for parents to withdraw.

We will teach Changes to the Adolescent body (Puberty) at Key stage 2. Communication regarding the content of this material will be made available to parents prior to teaching.

Safeguarding and Confidentiality

All pupils will be taught about keeping themselves safe, including online as part of a broad and balanced curriculum. Confidentiality within the classroom is an important component of RHE and Health education and teachers are expected to respect the confidentiality of their pupils as far as possible. Teachers will however understand that some aspects of RHE may lead to a pupil to raise a safeguarding concern and that if a disclosure is made the DLS will be alerted immediately.

Policy Development and Consultation Process

This policy has been written in response to the update to the DFE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education. A working group made up of leaders from all trust schools, have worked together to produce a draft policy which reflects our school's communities and our trust values.

Following this, consultations were held at individual schools with Academy Councils, Parent Councils and the wider parent body via face to face meetings and questionnaires.

Teaching and Learning

The content of the PSHE curriculum as set out in the National Curriculum can be seen in Appendix 1.

The teaching of the PSHE curriculum is delivered through a combination of discrete lessons, lessons related within cross curricular challenges within the school's NICER Curriculum, and the Young Citizens scheme of work and through whole school events, assemblies and project days or weeks.

At Elm Tree Academy, pupils will experience:

- Personal social and emotional development in EYFS
- Intensive interaction
- Daily together time to develop self awareness and group awareness
- Circle time, reflection time and communication group
- Relationships- Families and people who care for me
- Health and wellbeing- mental wellbeing, understanding emotions, bullying
- Living in the wider world- being safe, risk awareness
- Health and wellbeing- health eating, healthy balanced lifestyles
- Relationships- caring friendships and respectful relationships
- Living in the wider world- money, charities, volunteering, rights and responsibilities (rules)
- Health and wellbeing- physical health and fitness
- Living in the wider world- digital awareness, screens, online safety
- Health and wellbeing- hygiene and germs, dental hygiene, vaccinations, first aid

Mental health and wellbeing are paramount to our pupils and is intrinsically taught.

Curriculum links:

Elm Tree Academy seeks opportunities to draw the links between RHE and health education and other curriculum subjects where ever possible to enhance pupils learning.

Classes may be taught in gender segregated groups depending on the nature of the topic being delivered at the time and the cultural back ground of pupils where is it appropriate to discuss the body in single gender groups.

CPD for staff

As part of ensuring that all teachers are sufficiently trained and supported to deliver this PSHE and RHE curriculum, we work at school and Trust level to professionally develop our teachers. Across the schools in the Trust, we have an PSHE and RHE working group who have ensured that teachers receive clear guidance, planning and supporting materials to enable to them to deliver quality, age appropriate sequences of lessons that teach each aspect of the curriculum as set out below. This material is supported by CPD delivered by members of this team in each school, practically supporting them to deliver engaging lessons including tackling misconceptions, challenging questions and using correct terminology and content in line with the curriculum.

Monitoring Arrangements

The delivery of PSHE and Relationship education is monitored through:

- Planning scrutinies
- Learning Walks
- Pupils Voice
- Lesson Observations
- Book Looks

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

This policy will be reviewed by the Head Teacher in line with statutory curriculum changes or every four years. At every review, the policy will be approved by the Academy Council.

Appendix 1: Statutory curriculum coverage:

Aspect A: Relationships Education

1. Families and people who care for me.

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

2. Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

3. Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.

Over each school year, pupils will:

- *Develop awareness and understanding of self and others physically, emotionally and socially.*
- *Develop understanding of how to keep safe*
- *Develop understanding of how to stay healthy*
- *Develop positive attitudes to learning*
- *Develop resilience and perseverance*
- *Develop self-confidence*
- *Learn how to make effective use of learned methods to manage their own responses to difficult situations*
- *Learn about important people in their lives and which people help us and keep us safe.*
- *Develop awareness and understanding of their own and other's feelings/emotions.*
- *Develop some sense of empathy and kindness towards others.*
- *Develop awareness and consideration for the needs of others.*
- *Become aware of the environment and share in the responsibility for caring for it.*
- *Take an active part in the life of the school community – this might be by participating in events across the year or by becoming a member of School Council.*
- *Develop social skills through play, (tolerating others, sharing, negotiating, following rules in games, role play, enjoying lone play).*
- *Be able to accept, understand and enjoy times of 'change' in different aspects of life.*
- *Develop skills needed to aim for independent self-care (as far as possible).*
- *Develop some personal autonomy, by having some degree of responsibility and control over their own lives where possible.*
- *Recognise and celebrate their own achievements.*

- Become aware and understand aspects of healthy lifestyles and encourage healthy choices.
- Develop awareness and understanding of personal safety.
- Leave Elm Tree supported to become a part of a new school setting-happy and prepared to embrace new experiences in their secondary education placement.

PSHE Implementation:

PSHE is taught to all pupils. The curriculum is developmental and broken down into small steps that follow typical development in age bands. This supports teaching and learning by identifying key elements of learning that are appropriate for the developmental age of the pupil. PSHE teaching is covered through a half termly topic and individual focus areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE	Me and My family	Caring Friendships	Feelings	Keeping Health	Community and the wider world	Change
Event	Meet my family	World Kindness Day	World Happiness Day	Healthy Schools Week	International Day of Families, family fun day	Achievement assemblies, leavers assemblies
	Keeping safe- asking for help, understanding privacy, healthy eating, sun safety, personal hygiene/care					
RHE link	Families and people who care for me	Caring friendships Respectful friendships Online relationships	Mental Health and wellbeing Physical health and fitness	Physical health and fitness Basic first aid/ Health and prevention, Healthy eating	Families and people who care for me Caring friendships Respectful friendships	Being Safe Changing adolescent body
	Throughout- Mental health and wellbeing, Online relationships, being safe, internet safety, health eating					

PSHE TOPIC

The PSHE half-termly topics are taught across the year for all pupils. The chart above shows the direct links to Relationships and Health Education requirements and demonstrates how topics have been structured across the year.

The whole school follows the same topic within the specified half term. Each half-termly topic has a supporting event that links to the theme. These are either year KS led or whole school events and draw together key aspects of learning and provide opportunities to invite parents and families to participate in events across the year.

Spring 2 term has the annual Healthy School week.

Teachers plan weekly PSHE lessons linked to the current half-termly topic. Content is adapted to the individual needs of the pupils in the group. Content is taught sensitively and inclusively, respecting the backgrounds and beliefs of all pupils and parents.

Each half term also includes a 'keeping safe' focus which will sometimes coincide with a key national event such as anti-bullying week in November and online safety in February.

Information is shared with families as these topics are covered. The last topic of the year, (in the summer term), 'Changes', is taught at an important time of the year and supports preparation for transition to senior school for year

6 pupils. This topic gives opportunity to reflect on the last year, achievements and changes, and prepare for what comes next. The 'Changes' topic also includes, age/ development appropriate, an understanding of changes that naturally occur as part of puberty such as managing strong emotions, developing independence in personal care, awareness of changes in the body, understanding privacy and keeping safe.

For some families, supporting their children through puberty can be a sensitive and challenging time. We recognise this and will always share the content of learning with parents, but parents cannot withdraw their child from this area of learning as it forms part of the Relationships and Health curriculum.

We celebrate learning and achievements through our special assemblies at the end of each term. At the end of the year this includes special achievement assemblies and a leaving assembly for Year 6 with a special event for families to attend to mark this special moment in time.

Individual Focus areas- PSED

Each pupil has key areas of focus to support their learning and understanding of Self-Regulation, Building Relationships, and Managing Self. The self-care element of Managing Self is covered largely within the Towards Independence Curriculum. These elements will be taught across the curriculum in different contexts.

Pupil Voice Communication is the fundamental skill that all pupils learn. Whatever this may be, every child needs a method to communicate their needs and wishes. Other key areas to included in school/class life:

British Values

Fundamental British Values (FBV) is integrated through all curriculum and school life. There is a guide to reflect on what each area might look like at Elm Tree, ensuring that FBV areas are encouraged, as appropriate, throughout the school day.

The areas for Fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and for those without a specific faith.

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance
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<p>Everyone has a right to be heard, have a voice and be listened to.</p> <p>Every pupil has their communication needs met to make sure they have a means of communication their needs and ideas.</p> <p>Communication methods to enable pupil voice may include: PECS, OoR, Makaton, ALD, Communication books- all methods of communication are valued and supported.</p> <p>Listening and respecting the contribution of others is an important aspect of everyone's right to be heard.</p> <p>Every pupil has the right to take part in decision making and activities</p> <p>School council is voted for by all pupils and represents the views of pupils across the school. Making a positive contribution to the school.</p> <p>Making choices in different contexts is promoted and valued.</p> <p>Turn taking, sharing and collaborating in activities.</p> <p>Understanding fair and unfair.</p>	<p>Pupils learn to recognise and regulate their feeling and responses.</p> <p>Pupils learn how to be kind and helpful, how to co and self-regulate and understand the impact of actions on others</p> <p>Pupils are supported to understand Ready, Respectful and Safe, and what this looks like in different contexts</p> <p>Agreeing class rules and routines and having agreed responsibilities</p> <p>Understanding right and wrong and the impact of actions on others</p> <p>Beginning to understand that the Police make sure everyone follows the rules in wider society and help keep us safe</p> <p>Playground rules to keep us safe, healthy and happy</p> <p>Following individual strategies and safety support plans</p>	<p>Every child has the right to feel loved and valued.</p> <p>Celebrate uniqueness, celebrating difference and achievements</p> <p>Every pupil has the right to be taught and guided in learning self-help and independence skills to become as independent as possible to meet their own needs.</p> <p>Every pupil has the right to have their basic needs and dignity met.</p> <p>Pupils learn how to have control over their own lives by being able to say yes or no and to recognise others have the right too.</p> <p>Providing opportunities for pupils to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</p> <p>Everyone has the right to be safe, know how to ask for help, know who to ask for help and how.</p> <p>Freedom to make choices.</p> <p>Recognise and include interests of each pupil into activities across the curriculum.</p> <p>The right to always be kept safe and know how to seek help if they do not feel safe. Learn how to keep safe.</p>	<p>Treating others with kindness</p> <p>Helping others and knowing how to ask for help.</p> <p>Learning and demonstrating good manners and being able to compliment others appropriately.</p> <p>Promoting equality as a right to access the whole curriculum.</p> <p>Learn and develop social interaction skills and positive relationships with peers.</p> <p>Recognising emotions is self and in others. Co and self-regulation</p> <p>Recognising the needs of others through Charity events and recognising we can all make a difference.</p> <p>Encouragement to enjoy taking in responsibility in class.</p> <p>Circle time activities to share their own ideas and views and listen to the views of others</p> <p>Learning about others through role play</p> <p>Participation in group activities and recognise everyone has a role.</p> <p>Antibullying week.</p>	<p>Displaying curiosity about the world around them and different people, beginning within the school community.</p> <p>Respects the faith and beliefs of others. Recognise that we are all different and be curious to find out more.</p> <p>Learning about other peoples religion, custom, prayer and music, food, special people and artefacts, where possible, visit places of worship</p> <p>Promotion and celebration of religious festivals, involving families where possible.</p> <p>Recognising the difference in religious beliefs and being sensitive to the needs of different groups.</p> <p>Promote diverse attitudes and challenge stereotypes by sharing stories that reflect and value the diversity of children's experiences.</p> <p>Arrange visits where pupils can engage in the wider community.</p> <p>Use materials/resources that represent the diversity of the school and community beyond.</p> <p>Learn about/celebrate the key events that take place in the UK across the year.</p>
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Spiritual, Moral, Social and Cultural learning (SMSC)

SMSC is integrated throughout the curriculum but there are specific opportunities for development through PSHE, RSE and the RE curriculum. It underpins personal development across the school curriculum and also links to FBV in promoting equality, understanding and celebrating the diversity of the school and wider community.

All pupils are encouraged to contribute to activities that involve the whole school and wider community. Pupils, families and staff participate in fund-raising activities. The School takes part in national and international days of significance, such as Comic Relief, MacMillan Cancer Care, Remembrance Day etc. These opportunities help pupils to develop an awareness of the needs of others and promote a sense of caring.

Off-site educational visits provide further opportunities to develop social skills and self-confidence. We hold special assemblies to celebrate achievements, and birthdays. We recognise and celebrate special religious days and learn about different religions. Pupils have a variety of opportunities to develop their experience and understanding of the

world through spiritual, moral, social and cultural events across the year. In planning activities teachers should be mindful of how to explore:

Spiritual- Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.

Moral – recognising the difference between right and wrong and understand the consequences of their own behaviour and actions.

Social – develop social skills in different contexts and with different people. Understanding the need to follow social rules.

Cultural – develop some awareness and understanding of their own cultural heritage and that of others. Participate in different artistic, musical and cultural opportunities.

Our PSHE curriculum supports wellbeing through developing confidence and resilience. We make use of relaxation techniques such as simple breathing and mindfulness meditation and bespoke strategies to support individuals with challenging times. We want our pupils to experience calm, to be equipped with the skills they need to ask for help and to make use of learned strategies to manage their own responses to difficult times. This might be making use of simple techniques such as finger breathing, 3-2-1, blowing bubbles, slow breaths, blowing bubbles, happiness boxes, sensory support. In some classes pupils will be guided to make use of symbol boards to check in on how they feel and to begin to identify when they need support. We also recognise the importance of being able to enjoy moments of stillness and to be able to tune in to surroundings – through the senses.

Impact of learning

Each of the three PSED areas are broken down into small steps. This is used to identify progress made in these areas of personal development. They map out a personal journey of learning and do not make comparisons with learning for other pupils. Clear and robust recording of learning from activities is a vital part of assessing progress.

Whilst the assessment tool gives a reflection of progress so too does anecdotal evidence and written or video-recorded observations. These serve to reinforce judgements made about learning and are used to inform next steps for learning. It is important that staff are mindful of PSHE opportunities across the school day and support parents to develop these at home as personal, social, and emotional development occur across both.

SLT monitors planning, teaching and learning each term to ensure a high quality is maintained. This also serves as an opportunity to support staff as needed and to share best practice across the school. Monitoring also serves to further develop the curriculum area to ensure that it meets the needs of all pupils.

School Council

Elm Tree will have an elected school council. Elections will take place towards the end of September. The School Council will meet at least every half term and identify key priorities that they wish to develop, and they lead or support events across the year.

Parental Support and Involvement

Key elements of learning will be reported in the EHCP process so that parents are able to comment and contribute to elements of learning at home, and also share strategies from both settings to enhance progress further. There will be opportunities for parents and families to participate in events across the year that relate to PSHE. We celebrate learning and achievements through our special assemblies at the end of the term.

