



PSHE/RSE Policy

April 2025

Our Vision for PSHE/RSE:

At Boney Hay Primary Academy, we believe our children are unique individuals who have the talents, attitudes and capacity to become well-rounded individuals of the 21st Century. To help them achieve this we ensure that our curriculum provides the knowledge, skills and inter-relationships necessary to turn schooling into practice. We do not believe in narrowing the curriculum to pass exams, rather to allow opportunities to explore, practise and consolidate knowledge to apply to real life situations. We teach our curriculum according to the individual needs of our children, promoting high-class vocabulary, analysis of knowledge learned, creativity of delivery and pupil independence. Our PSHE curriculum is designed for all to achieve and underpins the need for social justice. At Boney Hay, this is translated into giving every child the cultural capital and rich vocabulary to succeed. Our curriculum is rich in knowledge, diverse in nature and is underpinned by secure subject knowledge.



Honesty



Adventure



Resilience



Teamwork

Intent:

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education

Our PSHE and RSE curriculum consists of five areas of learning across Key Stages 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme and are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Implementation:

Boney Hay follows the Kapow Curriculum, which includes RSE. Teachers ensure that they include lessons that focus upon the skills and attributes that are specific to our community based on Boney Hay's curriculum intent.

PSHE/RSE is taught as a weekly stand-alone subject with each session lasting a minimum of 30 minutes being taught by the class teacher. A range of teaching and learning activities are used and are based on good practice in teaching PSHE and RSE education to ensure that all children can access learning and make progress.

In Key Stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment.

Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

All lessons include differentiation to stretch the most able learners and give additional support to those who need it. Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Work samples, photographs and pupil/teacher voice are compiled during each lesson and showcased in a class Big Book.

Roles and Responsibilities

An effective and purposeful PSHE/RSE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled:

- The Headteacher and Deputy Headteacher oversee the development and delivery of PSHE within the academy including supporting the subject leader.
- The subject leader is responsible for leading and developing PSHE across the academy.
- Teaching staff are required to teach PSHE/RSE using the agreed academy curriculum.
- Training and support for all staff is facilitated through the subject leader and the Headteacher.
- All staff, including support staff, are responsible for knowing and implementing the policy relating to PSHE.
- Parental liaison and support directly through the class teachers and subject leader
- The development and delivery of PSHE/RSE is shared with the Local Academy Council through the Headteacher and subject leader.

Resources

Our scheme contains links to resources that support each module. In addition to these, there are links to the PSHE Association resources to help teachers put PSHE/RSE plans into practice. The resources here are either developed by the Association or carry the Association's Quality Mark.

Resources such as picture cards, games, puppets and 3D models enhance learning and support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

Inclusion

All children and staff have equal human rights at Boney Hay Primary Academy. The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual. The policy fully embraces the whole school policy for inclusion. Every effort is made to integrate all students into all elements of PSHE/RSE with a range of equipment, tasks and challenges being adapted where appropriate, to suit individual children's requirements so that all children gain success from their efforts. In addition, consideration is given to the needs of those with Special Educational Needs (SEN). The PSHE/RSE programme will meet the needs of all children and young people. Lessons will include content which will tackle discrimination and foster good relationships.

Right to Withdraw

Parents and carers cannot legally withdraw their child from any aspect of the PSHE/RSE Education or Science Curriculum. Parents and carers have the right to withdraw from Sex Education apart from content that is taught within the [Science National Curriculum](#). Boney Hay Primary Academy has reviewed our provision of relationships education and this has shown that none of the content we include would be classed as 'sex education'. All content covered which relates to reproduction and puberty is taken from the Primary National Curriculum for Science. Therefore there is no content delivered here at Boney Hay which parents would have the right to withdraw their children from. Parents will be made aware of when lessons covering puberty are due to be delivered in upper KS2.

Safeguarding

PSHE/RSE Education includes sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with any disclosures appropriately and sensitively. The Subject Leader and teacher should discuss with the Designated Safeguarding Lead in the academy any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children and young people if required. Staff should consider the timing of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day.

Impact

Assessment, Monitoring and Feedback

Boney Hay's PSHE and RSE curriculum is assessed constantly through diagnostic, formative and summative assessment against the learning objectives. Analyses of these enable teachers to keep records of formative assessments for each child.

Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education Statutory Guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

PSHE/RSE will be monitored by the subject leader as part of the wider PSHE curriculum and over seen by the Headteacher, in line with other subjects within the Academy. Monitoring will be proportionate to the need and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls.
- Lesson observations.
- Learning walks.
- Staff, pupil and/or parent voice.
- Assessments.
- Evidence folder.

Outcomes

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils will leave Boney Hay Primary Academy as unique individuals who have the talents, attitudes and capacity to become well-rounded individuals of the 21st Century. Impact is demonstrated in the following ways:

- Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.
- They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.
- Boney Hay prioritises physical and mental health and wellbeing, providing children with skills to evaluate their own wellbeing needs, practise self-care and continue positively to the wellbeing of those around them.
- PSHE/RSE education will have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. It helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.