

WITHINFIELDS PRIMARY SCHOOL

Personal, Relationships, Health and Economics (PRHE) Policy

March 2021

1. Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of the Personal, Relationships, Health and Economics curriculum at Withinfields Primary School.

2. Rationale

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. We are not required to provide sex education, however, we have decided to provide sex education to our Year 6 children. Details of this are covered in our separate Sex Education policy. In teaching PRHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Withinfields Primary School we teach PRHE as set out in this policy. Should you like to see the guidance from the government please visit:

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

3. Objectives and Principles

The aims of our Personal, Relationships, Health and Economics (PRHE) curriculum at Withinfields Primary School are to:

- give children and young people the knowledge, skills and understanding they need to lead successful and purposeful lives.
- help pupils to achieve their full academic potential and support them to leave school equipped with the skills they'll need throughout later life.
- provide children with the knowledge, understanding, skills and attitudes to make informed decisions about their lives
- know how to be safe and healthy on and offline and how to manage their academic, personal and social lives in a positive way
- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around relationships, including the importance of family for the care and support of children
- help children to understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations, protect themselves and ask for help and support

Withinfields Primary School considers that PRHE is an integral part of the curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, family life and future success within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. It involves broad topics across all year groups of relationships, Living in the wider world and Health and Wellbeing.

4. Approaches

4.1 Curriculum content

Our Relationships and Health curriculum is embedded within our PRHE curriculum and is set out as per PRHE planning on the school website, however, this will be adapted when necessary. We have

developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online where the information may not be reliable.

Our PRHE curriculum has 9 topics which are covered each year from Y1 to Y6:

- Families and Friendships
- Safe relationships
- Respecting Ourselves and Others
- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work
- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

4.2 Delivery of PRHE

As part of PRHE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

Some areas of learning are 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).

PRHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers. Each class in Y1-6 have a weekly PRHE lessons, however we also teach PRHE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of the content.

Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since PRHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

4.3 Teaching about puberty

We acknowledge that many children will begin to experience puberty during KS2. From Y4, we teach the children about the parts of the body, how they work and help them understand different changes that may occur during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions where appropriate. Teachers do their best to answer all questions with sensitivity and care. We always teach this with due regard for the emotional development of the children.

Details of the aspects of puberty that are taught can be found within the PRHE planning on the website within the 'Growing and Changing' topic.

4.4.Roles and responsibilities

4.4.1 The governing body

The governing body will develop and maintain an awareness of PRHE provision in the school, They ensure that the school meets its legal obligations and maintains a focus on inclusive practice, as well as identifying and seeking to remove any barriers to learning.

4.4.2 The headteacher

The headteacher is responsible for ensuring that PRHE is taught consistently in the school and planned appropriately. The headteacher also ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher monitors this policy on a regular basis.

4.4.3 Staff

Classroom staff are responsible for teaching PRHE at Withinfields Primary School. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Staff who have concerns about teaching PRHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

4.4.4 Pupils

Pupils are expected to engage fully in PRHE and treat others with respect and sensitivity.

4.4.5 Parents

The school is well aware that the primary role in children's PRHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school's PRHE policy and practice;
- Answer any questions that parents may have about the PRHE sessions;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PRHE in the school

4.6 Confidentiality

Teachers conduct PRHE lessons in a sensitive manner. However, if a child makes a disclosure during lessons, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Staff will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation or appears to be experiencing inappropriate relationships. If the member of staff has concerns, they will draw these to the attention of the DSL as a matter of urgency. Disclosure of female genital mutilation must be reported to the police. Staff should not offer or guarantee confidentiality when a child has disclosed information. The school aims to ensure that pupils' best interests are maintained. The school would communicate with parents, if appropriate to the situation. If information is shared, the child will be supported by the DSL and other relevant staff or agencies.

4.7 Inclusion and Equality

Pupils with special educational needs will be given the opportunity to fully participate in PRHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding. Staff will ensure equality of access to PRHE for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

5. Monitoring and Evaluation

The delivery of PRHE is monitored by SLT through, for example, planning scrutinies, work scrutinies, pupil interviews, learning walks and lesson observations.

6. Review

This policy will be reviewed by the Deputy Headteacher and PRHE subject leader every three years unless necessary before this.