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



Hillborough Infant and Nursery School

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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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1. Introduction

PSHE at Hillborough Infant and Nursery School brings together Personal, Social, and Health Education, emotional literacy, social skills and spiritual development in a comprehensive way. In addition, some aspects of the RHE programme will be covered through:

- Science curriculum
- Computing
- Assemblies
- Stories
- PE (in the context of health and hygiene)

At Hillborough we have high expectations of our pupils and integrate our school values of **CARE** into our curriculum. We do this by:

- **C**ommunity - children learn all about the different communities they are part of, such as their home community, school community and wider community. The children are taught how to care for their community and the people in it through a variety of learning activities throughout their time here.
- **A**spiration - children learn what aspirations are and what they need to do to achieve them. Throughout their learning journey at Hillborough Infant and Nursery School, children are taught about goal-setting, tackling new challenges, identifying and overcoming obstacles to achieve realistic goals, the value of perseverance and the feeling of success.
- **R**espect - children learn about respecting themselves and others. They are taught to celebrate differences in everyone, the importance of not making assumptions and understanding stereotypes
- **E**mpowering - children learn about themselves and the importance of self-identity. Through their lessons, children are taught to think about understanding feelings and being part of their classroom and community.

2. Aims

The aims of Relationships, Sex and Health Education (RSHE) at Hillborough Infant and Nursery School are to:

- Provide a safe, structured framework in which age-appropriate, sensitive discussions can take place.
- Prepare children for the physical and emotional changes of growing up, developing an age-appropriate understanding of human growth, bodily awareness, and basic health and hygiene.
- Help pupils develop feelings of self-respect, confidence, empathy, and integrity.
- Create a positive culture around physical health, mental well-being, and personal safety.
- Teach children the correct terminology to describe themselves and their bodies accurately and safely.
- Enable pupils to contribute positively to school life and the wider community while experiencing practical democracy through the School Council and Wellbeing Team.

3. Legislation

As a maintained primary school, Hillborough Infant and Nursery School must meet the following legal duties:

- **Relationships Education:** Required under Section 34 of the Children and Social Work Act 2017.
- **Health Education:** Required under the same statutory framework.
- **Sex Education:** Maintained primary schools are not required to provide standalone sex education outside the National Curriculum for Science. Hillborough Infant and Nursery School delivers the required statutory elements of biological development, life cycles, and body parts exclusively through the National Curriculum for Science and statutory Relationships and Health Education.
- **Legal Frameworks:** In delivering this policy, the school adheres to Section 403 of the Education Act 1996, Sections 404–407 of the Education Act 1996, the Equality Act 2010, and the Public Sector Equality Duty (PSED).

4. Content and delivery

At Hillborough Infant & Nursery School, we are using the 1Decision programme to support planning, teaching, assessment and reviewing of the programme. PSHE & RHE is delivered through a wide range of activities and experiences across and beyond the curriculum. Lessons include elements of our RHE curriculum (see table below).

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me

- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

RSHE is delivered within our broader Personal, Social, Health and Economic (PSHE) education curriculum, utilising the 1Decision scheme alongside structured long-term unit plans. It aligns directly with our core school values:

Year Group	Autumn	Spring	Summer
Nursery & Reception (EYFS)	In EYFS, the PSHE has been designed to work in conjunction with the current unit of study. https://www.hillboroughinfants.co.uk/attachments/download.asp?file=856&type=pdf		
Year 1	Feelings & Emotions Relationship Fire Safety	Being Responsible Computer Safety Keeping/Staying Safe	Keeping/Staying Healthy Our World A World Without Judgement
Year 2	Feelings & Emotions Relationship Fire Safety	Being Responsible Computer Safety Keeping/Staying Safe	Keeping/Staying Healthy Our World A World Without Judgement

Foundation Stage

Personal well-being education is taught in the reception class as an integral part of work covered during the year. It is related to the objectives set out in the EYFS curriculum. Teaching in personal well-being education matches the aim of developing a child's personal, social and emotional development as set out in the 'PSED' goals related to 'self-confidence and self-awareness, 'managing feelings and behaviour' and 'making relationships' and the 'understanding the world' goals related to 'people and communities' and 'the world'.

Sensitivity

The teaching of personal well-being education involves dealing with sensitive issues at times, either in terms of pupils' past experiences or in light of religious or cultural viewpoints that pupils may have already been exposed to. Pupils should never be forced to share personal experiences. It is also important that teachers do not impose their own views, but that equal representation is given to all viewpoints. Pupils should be aware that it is all right to disagree, but that hurtful, racist or discriminatory comments will not be allowed.

5. Assessment

The school will use the assessment and recording tool that is set out in the 1 Decision programme.

Teachers work with pupils to promote and assess the progress they make in their Personal well-being education by:

- Discussing and reviewing progress made and giving feedback to pupils and parents
- Noting and rewarding participation in activities and contributions to school life
- Using reward systems (certificates etc.) to recognise achievement in all areas of school life
- Records of significant achievement
- Gathering data on behaviour and reward systems
- Setting targets in areas of need

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the PSHE and RHE policy, and hold the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for ensuring that PSHE & RHE is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- Delivering PSHE & RHE in a sensitive way
- Modelling positive attitudes to PSHE & RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Assess the children's knowledge and use this information to aid planning
- The PSHE & RHE curriculum lead will work to oversee all aspects of this curriculum area

6.4 Pupils

Pupils are expected to engage fully in PSHE &RHE and, when discussing issues related to PSHE & RHE, treat others with respect and sensitivity.

7. Monitoring

The delivery of PSHE is monitored by the curriculum lead for PSHE & RHE through:

- Learning walks
- Lesson observations
- Monitoring the standards of pupils work through folders of work or photographic evidence.
- Pupil voice
- Review of visitors, trips, speakers and how they have enhanced the delivery of PSHE & RHE.

8. Inclusivity

Personal well-being education is taught to all pupils. Teachers provide learning opportunities matched to the individual needs of pupils with Special Educational Needs. When teaching personal well-being education, account is taken of the targets set for the pupils in their Individual Learning Plans (ILPs). We will ensure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats