



PSHE including Relationships and Health Education Policy

Mora Primary and Nursery School

Adopted by the Governing Body: ***June 2026***

Review Date: June 2029

Aims

The aims of Personal, Social, Health and Economic (PSHE) education including Relationships and Health Education (RHE) in Mora Primary School are to ensure that pupils grow up to be a confident and valuable part of their own community and wider society. Throughout their time in Mora Primary School pupils are taught PSHE including RHE to support them to be happy, healthy and safe; equipping them for life as an adult in British society.

Our school believes that for pupils to thrive as individuals and as part of their family and community they need to develop the following six important characteristics by the end of their education in Mora Primary School:

- Independence
- Collaboration
- Communication
- Reflection
- Resilience
- Curiosity

Our school is committed to serving its multi-cultural, multi-faith and ever-changing community and surrounding areas of Brent where we are based. We expect our pupils to understand and practise the rules of mutual respect and tolerance of those of different faiths, beliefs and background.

Morals and values framework

Our approach to PSHE and RHE is conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The right not to be abused by other people or be taken advantage of.

We also believe that pupils have an entitlement to:

- An age- and circumstance-appropriate PSHE and RHE.
- Access to help from trusted adults and helping services.

PSHE and RHE involves the consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to PSHE and RHE will be balanced, take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

Roles and responsibilities

A whole-school approach will be adopted towards PSHE and RHE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding PSHE and RHE. In particular:

- The senior leadership team (SLT) will endeavour to support the provision and development of PSHE and RHE in line with this policy by providing leadership and adequate resourcing.
- The designated PSHE and RHE subject leader will maintain an overview of PSHE and RHE provision and have overall responsibility for its development with the support of the SLT. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- All teachers are involved in the school's PSHE and RHE provision. All teachers play an important pastoral role by offering support to pupils. Any teaching staff can be approached by a pupil who experiences a difficulty regarding health or relationships issues. Teachers will be consulted about the school's approach to PSHE and RHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- Non-teaching staff may be involved in a supportive role in some PSHE and RHE sessions and also play an essential, informal pastoral support role with pupils. They will have access to information about the school's PSHE and RHE programme and be supported in their pastoral role.
- Governors have responsibility for school policies. They will be consulted about the PSHE and RHE provision and policy and have regular reports at Governor's meetings.
- The school will seek and take account of parent/carers views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to PSHE and RHE will encourage dialogue between parents/carers and their children.
- The school nurse plays a role in PSHE and RHE; both in terms of input into sessions and provision of pastoral support for pupils. The school will work in ongoing consultation and partnership with the school nurse as needed.
- Outside agencies and speakers are involved in delivering aspects of the PSHE and RHE curriculum, e.g. the school nurse and LEA consultants; they act in a supporting role, and provide points of referral for pupils. The school will only work with agencies and speakers who are appropriate to pupils' needs. We shall work in partnership with them and jointly plan their work within the school. The school will also promote relevant agencies that pupils and parents can access e.g. health services, the school nurse.

Statutory requirements

PSHE:

"Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to

provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.” (Department for Education Guidance on Personal, social, health and economic (PSHE) education updated 13 September 2021)

Relationships and Health Education:

“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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.” (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance dated July 2025)

Parents’ rights

Parents/carers have a legal right to view this policy and to have information about the school's PSHE and RHE provision.

Delivery of the PSHE and RHE curriculum

PSHE and RHE are an integrated part of pastoral care in Mora Primary School. Every opportunity that arises during teaching or break times are a chance to teach children the skills that they need to know within the area. We expect our pupils to take an active part in caring for each other and getting involved in new initiatives that have strong PSHE links. We currently run a food surplus project called The Felix Project. We have a peer mentoring system called Friendship Ambassadors that involve lunchtimes and playtimes. Children are provided opportunities to talk to a volunteer during break times which is run by the charity BASE on our premises. Volunteers practise reading with children on a regular basis. Our school council is very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. The school is actively involved in the Healthy Schools Award and the TfL Travel Plan programme.

The PSHE and RHE curriculum in Mora Primary School is based on the PSHE Association’s Programme of Study for PSHE Education for Key Stages 1-2. It is delivered as part of the school’s creative curriculum. This programme sets out learning opportunities based on three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Each year group covers age-appropriate and relevant objectives of all three core themes over the school year. For an overview of the topics taught in each year group please see our school website.

RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. PSHE and RHE are an integral part of planning within our theme led creative curriculum. We develop our termly planning of the PSHE and RHE curriculum by taking into account the age, needs and feelings of pupils in each class. Teachers will choose the method most appropriate for their whole class to meet the objectives of the curriculum. Therefore, most aspects of PSHE and RHE are covered through subjects such as RE (Religious Education), English, History, Geography, Art etc. Biological aspects of RHE are taught within the Science curriculum. In addition to this, a ‘class time’ (or circle time) is held by the class teacher in each year group as a weekly timetabled session. This is an opportunity to discuss issues or concerns the children may have. Extra sessions are held as the need arises.

Furthermore, specific events and activities are planned into the school year to enrich learning. The school also receives visitors and regular weekly assemblies are delivered to enhance the relevant

topics within the PSHE and RHE curriculum of Mora Primary so it fits into the school's creative curriculum.

The school does not provide sex education to pupils. However, children in Years 5 and 6 take part in age-appropriate puberty talks once a year, delivered by a trained health professional, i.e. the school nurse. The aim of the puberty talks is to ensure that boys and girls are prepared for the changes that puberty brings. The sessions do not contain elements of sex education such as intercourse, sexual health or contraception. These sessions are taught in separate gender groups. The girls will always be taught by a female nurse. A class teacher from the year group will be present during all sessions. Parents/carers will be given information about the content of the puberty talks through a parent information session and will have the opportunity to ask questions. This is part of their Relationships, Health and Science education. There is no right to withdraw from Relationships Education, Health Education or from lessons delivered as part of the Science curriculum.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Individual subject books show record of their learning which will also be used as an assessment tool. For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE and RHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

Teaching sensitive and controversial issues

Teachers will establish clear parameters of what is appropriate and inappropriate in class, at the beginning of a session when sensitive topics may be discussed. The class teacher will discuss ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.

Staff members are aware that views around PSHE and RHE related issues will vary but all topics will be taught without bias. Pupils will be encouraged to form their own, informed opinions but also respect that others have the right to a different opinion.

Questions regarding sensitive topics will be dealt with honestly and sensitively. When answering difficult questions and sensitive issues individual staff members are expected to use their training, skills and discretion to address these according to the age and maturity of the pupil(s) concerned.

The school believes that pupils should be provided with opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class; teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and the pupils research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, the teacher will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, the teacher will remind pupils about the ground rules, and, if necessary, point out appropriate sources of support.

If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures. All staff members are trained to deal with and/or report as required any safeguarding issues arising from such situations.

Equal opportunities

Our pupils have varying needs regarding PSHE and RHE depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHE and RHE that is relevant to their particular needs. To achieve this, the school's approach to PSHE and RHE will take account of:

- **The needs of boys as well as girls.** We will consider the particular needs of boys, as well as girls, and utilise approaches that will actively engage them e.g. teaching sex education in gender-separated groups. We shall also be proactive in combating sexism, sexist bullying and homophobic bullying.
- **Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to PSHE and RHE. The school will consult pupils and parents/carers about their needs, take account of their views, promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds.** We recognise that our pupils come from a variety of family situations and home backgrounds. We will take 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).
- **Special educational needs.** We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RHE needs.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help; staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff will seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless it is clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Pastoral support for pupils who experience difficulties

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. Base offers various services including opportunities to talk and counselling to our pupils. Where appropriate, pupils are referred to outside support agencies. The school will keep up to date about the development of local services and national help lines for young people; it will promote their

existence to pupils, where appropriate, and endeavour to form working relationships with local agencies that are relevant to pupil needs.

Links with other policies

Some aspects of PSHE and RHE link in with other policies of Mora Primary School. Staff are trained to recognise these and to use them as appropriate.

These policies are:

- Safeguarding and Child Protection Policy
- SEND Policy
- Online Safety Policy
- Drug Tobacco and Alcohol Education Policy
- Equality Policy

Training

Staff are trained on the delivery of PSHE and RHE as part of their induction and it is included in our continuing professional development calendar. The head teacher will also invite visitors from outside the school to provide support and training to staff.

Monitoring and evaluation

The PSHE and RHE curriculum is regularly evaluated by the PSHE and RHE subject leader. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.