



PSHE AND RSE POLICY

Date of last review:	July 2020
Date of next review:	July 2022
Subject Co-ordinator:	Mrs G Lewis.



Introduction:

This policy covers our approach to PSHE (Personal, Social and Health Education) and Relationships Education (RE) at Woodsetton. Relationships Education is now a statutory component of the PSHE curriculum from September 2020. This policy aims to set out the purpose of PSHE and Relationships Education, our intended outcomes for pupils, what we cover in our curriculum, and how it is delivered.

PSHE (Personal, Social and Health Education) is the subject in which children develop the relevant skills, attributes and knowledge required to remain healthy and safe members of the community. It provides children with essential qualities that allow them to be productive and contributing individuals both within, and beyond the walls of our setting.

In the past, PSHE has been taught reactively – used to address emerging incidents or issues as they occur. Since the announcement that aspects of PSHE will become a statutory part of the national curriculum from 2020, the importance of the subject has finally been recognised and its profile, raised. At Woodsetton, one of our main priorities is the wellbeing, safety and happiness of the children in our care. These are integral to our curriculum, as well as the core elements that our school vision and mission, have been shaped around.

Staff are committed to nurturing our young people to become responsible individuals who can work collaboratively and demonstrate a positive mindset. By valuing each child and providing them with the tools that they need to succeed, we aim to support them with every step of their journey towards achieving their full potential.

Relationships Education encompasses learning about the relationships that we have with others and growing up. This can include (but is not limited to):

- Family relationships,
- Friendships and relationships with peers,
- Relationships with adults,
- Healthy and unhealthy relationships,
- The characteristics of positive relationships,
- Online relationships,
- The social, emotional and physical aspects of growing up.

We aim to provide children with the knowledge, skills, strategies, and confidence to enable them to cope with life, and live safely and happily with others in the modern world. Our staff aim to support this by providing children with a positive role model, demonstrating the essential skills needed to form



effective and harmonious relationships with others. This should also be evident between school and home, as staff strive to promote open and informative two-way communication.

The following sections of this document describe Woodsetton's RE and PSHE provision. This should be used by teachers to inform their classroom teaching and by current / prospective parents and carers as a point of reference. A downloadable version of this document will be made available to all, via the school's website.

Aims of the curriculum:

The Relationship Education that Woodsetton provides, is intended to:

- Meet the statutory requirements of national guidance on RE / RSE (Relationships Education / Relationships and Sex Education.)
- Develop and raise the level of self-esteem of all.
- Address issues of safety, offering strategies to respond to dangerous or emergency situations.
- Support our young people through managing changes – including transition, loss and puberty.
- To provide pupils with knowledge and understanding of a variety of relationships.
- Equip children with the ability to identify and raise concerns about relationships.
- Help children to develop possible coping strategies, so that they are aware of how and where to seek advice and support.
- Make children aware of their rights and responsibilities within a range of relationships.
- An awareness of the process of growing up, including the changes that will be experienced.
- An understanding of the characteristics of an effective relationship, in their many forms.
- Encourage the development and maintenance of healthy relationships within a range of contexts; understanding what negative relationships look like and how / where to ask for help.
- Promote respect for equality and diversity.
- Foster and encourage the creation of links between school and the wider community.
- Help our children to make informed choices.
- Promote spiritual, moral, social and cultural development.
- Prepare our children for life beyond Woodsetton.

Our wider PSHE curriculum is also designed to:

- Enable children to know what a healthy lifestyle is, and how to maintain their physical, mental and emotional health and wellbeing.
- Develop and raise the level of self-esteem of all.
- Address issues of safety, offering strategies to respond to dangerous or emergency situations.
- Support our young people through managing changes – including transition, loss and puberty.



Woodsetton School

- Allow children to identify and manage a range of emotions.
- Promote respect for equality and diversity.
- Provide an understanding of cause and effect; knowing that our behaviour has consequences.
- Create responsible members of the school community, who actively respect and protect our environment.
- Help our children to make informed choices.
- Provide an understanding of money; what it is, where it comes from and managing it effectively.
- Promote spiritual, moral, social and cultural development.
- Prepare our children for life beyond Woodsetton.

Statutory Provision:

From September 2020, Relationship Education (RE) must be delivered by all primary schools. In addition to this latest guidance Woodsetton must also adhere to the Education Act 2002 by providing children with a broad and balanced curriculum which should promote their spiritual, moral, social and cultural development. This will prepare our pupils for the opportunities, responsibilities and experiences that they will potentially encounter throughout their lives.

Curriculum Content and Provision:

PSHE is delivered throughout school as outlined below:

- A weekly timetabled teaching session.
- Providing cross curricular links within other subjects where possible.
- Assemblies.
- Dedicated enrichment days / school events.
- Circle time.
- Educational visits.
- External visitors providing talks, discussions and workshops.

Woodsetton's PSHE curriculum has been devised from the PSHE Association's program of study. This provides a structured approach to the delivery of the subject, which meets statutory guidance and falls in line with the National Curriculum.

The school's long-term plan was created in conjunction with the senior leadership team and curriculum leads, ensuring that coverage is broad and balanced. The long-term plan is divided into half-termly units of work, where progression will be evident across years 2-6 (Caterpillar and Badger Classes to follow PSED aspects of the EYFS framework.) Each academic year will commence with an introduction topic - 'This is Me' - where children will think about their own personal qualities, discuss their aspirations, and form relationships with new staff and peers. Similarly, each year will end with a unit called 'Memory Box,' where children will reflect on their year and prepare for transition.

Each class group will complete 6 units of work over the course of an academic year, in addition to the introduction and transition units. These have



been organised to ensure that over time children have the opportunity to frequently revisit and build on existing knowledge as they move through the school. To allow this and ensure coverage, themes have been structured in the following format:

- Our topics focus on the three key themes recommended by the PSHE Association. In term one, all classes will learn about different elements of 'Health and Wellbeing.' In term two, learning will be centred around 'Living in the Wider World,' and in term three, we will focus on 'Relationships.'
- Each of the three themes have been divided further, into four areas as described below:
Health and Wellbeing: 'Think Positive', 'Aim High', 'Safety First', and 'It's My Body'.
Living in the Wider World: 'Respecting Rights', 'Money Matters', 'Britain', and 'One World.'
Relationships: 'Growing Up', 'Be Yourself', 'VIPs' (Very Important People) and 'TEAM' (Together Everyone Achieves More.)
- Topics will alternate between year groups so that over two consecutive years a child will complete all 4 elements. For example, a child who learns about 'Respecting Rights' and 'Britain' this year, will then move on to look at 'Money Matters' and 'One World' next year. They would then re-visit the topics again following this cycle, building on their knowledge and learning about more complex concepts.

Relationships Education as Part of the Wider Curriculum.

Relationship Education is delivered as part of the school's wider PSHE curriculum as outlined above. There will also be the opportunity for cross curricular learning and where possible, staff should ensure that elements of relationship education are taught where applicable, in other subject areas. Staff are to use their professional judgement when differentiating the RE / PHSE curriculum to ensure that their teaching meets the needs of all individual children within their class. All children should be given the opportunity to participate fully and have the chance to reflect and build upon their learning.

PSHE and RE are essential aspects of the Woodsetton curriculum, therefore each teacher should ensure that their class has at least one timetabled session per week. PSHE should be taught regularly and progressively just as other subjects are. It is best practise for staff to establish 'ground rules' at the start of each session so that children are aware of the expectations of staff. These should be positive statements that encourage respect and set the tone of the lesson:

'We join in and ask questions if we want to.

We make sure that everybody feels listened to.

We make sure everybody feels ok.

We use the correct vocabulary when possible, if we are unsure, we ask the teacher.



We keep the conversation in the room.'

(https://www.islingtoncs.org/sites/default/files/Healthy%20Minds_Year%206_draft%202016.pdf)

Teaching staff should give special consideration when discussing potentially sensitive topics. At Woodsetton, we pride ourselves on knowing our children and each teacher should be aware of how the children in their class might relate to sensitive content. We aim to create a school and classroom environment where children feel able to ask questions and discuss issues openly, therefore any child wanting to talk about something related to the lesson content, will be given the opportunity to do so. The way in which this will be done, will depend upon the individual circumstances of each situation. If relevant and appropriate, this may be shared with other children within the class. If this is not appropriate, the teacher may wish to set aside some time to discuss this with the child (and / or parents and carers) on a one to one basis.

The Environment:

At Woodsetton, we value the importance of relationships built between children, parents / carers, and staff. Mutual respect is requested from all, and both children and staff are expected to take responsibility for their own behaviour. Our staff provide positive role models for the children, and they work hard to create a safe, happy environment within school.

We aim to create a total communication environment, which gives every child the opportunity to have their voice heard. This is consistent throughout school but may be differentiated based on the needs of individual class groups. Communication aids including (but not limited to) PECs, symbols and Makaton are used to support the basic rights of those who have speech, language or communication needs. We also have an active School Council made up of 2 elected children per class from Hedgehogs, Frogs, Owls, Squirrels and Butterflies. Representatives contribute their class's views during regular meetings and discuss school issues from the perspective of our pupils.

Assessment and Recording:

Informal teacher's assessment takes place throughout each PSHE session. Achievements, outcomes and progress within PSHE and RE are reported to parents at parent / teacher consultations, and via the school's annual written report.

A record of the children's work will be kept throughout the academic year. The form that this takes will be dependent upon the following factors:

- The needs of the children within the class group.
- The content of the session.
- The type of activity planned.

Evidence could include photographs, written work or notes within staff planning. Due to the sensitive nature of some of the issues raised within



PSHE, careful consideration should be given to the best method of recording. Staff are to use their professional judgement based on this.

Differentiation:

Each unit of work has been differentiated as part of the whole school curriculum, to show progression across year groups. Class teachers will then be able to plan how they teach this in order to meet the needs of the children in their class. They should ensure that their teaching accommodates differing levels of cognitive ability and emotional maturity, whilst still complying with any statutory requirements.

Parental Rights:

Although parents or carers still retain the legal right to withdraw their child from sex education, Relationships Education is now compulsory throughout all primary schools in England. A parent cannot withdraw their child from learning about Relationship Education. The Secretary of State does however, acknowledge that teaching may need to be flexible:

“Our guiding principles have been that compulsory subject content must be age appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.... We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.” (Department of Education, July 2018.)

As part of the implementation process, consultation with parents, carers, teaching staff, and governors, was undertaken to gain stakeholder views. Due to covid-19, pupil voice has not yet been sought but will be addressed once school is open fully to all pupils. After consultation, any parent or carer who wishes to discuss the PSHE / RE curriculum can do so by contacting their child’s class teacher, Mrs G Lewis (PSHE coordinator) or Mrs Kate Beer (headteacher.)

Safeguarding:

The core principle of PSHE is keeping children safe. Part of the way that we do this is by offering a broad and balanced curriculum. Children are taught how to stay safe physically in a range of situations, as well as online. Staff should aim to create a classroom atmosphere of trust and honesty, where pupils feel comfortable discussing potentially sensitive issues. The nature of these discussions can mean that children are more likely to make a safeguarding disclosure.

All Woodsetton, staff receive regular child protection and safeguarding training and are aware of the procedures to follow in the event of a disclosure. Staff should never promise a child that they will keep secret any disclosure of harm or abuse. As good practise, this should be discussed with pupils at the start of PSHE sessions so that they are fully aware, maintaining the classroom climate of honesty and trust. Concerns should be treated



confidentially, reported to the Designated Safeguarding Lead, or to other agencies such as the MASH (Multi Agency Support Hub,) or the police.

Responsibility of the Co-ordinator:

The curriculum co-ordinator is responsible for developing the policy and curriculum content. Other responsibilities include:

- Supporting staff with the delivery of effective PSHE and RE (Relationships Education) lessons.
- Monitoring teaching of the subject in conjunction with the senior leadership team.
- Managing a budget.
- Collating useful resources.
- Review the curriculum content regularly, updating if necessary, to ensure that it complies with any statutory requirements.

Written by PSHE curriculum lead: Mrs G Lewis

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