

Woolsery School PSHE Education Policy - DRAFT

Review Date : Sept 2022

This policy was written and developed in consultation with governors, staff, parents and pupils at Woolsery School, ensuring that it meets the needs of all our pupils.

1. Legal requirements:

It is now a requirement for primary schools to deliver Relationships Education, and the DfE encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and – drawing on the Science National Curriculum- how a baby is conceived and born. Health Education is also statutory in schools.

2. What PSHE education including Relationships Education is:

We know there is a proven link between pupils' health and well-being and their academic achievement. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children are effective learners. Our PSHE education, including Relationships and Health Education, and non-statutory sex education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop safe and healthy relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a planned thematic PSHE programme, built around a spiral curriculum of recurring themes designed to:

- Give pupils the knowledge, and develop the self-esteem, confidence and self-awareness, to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude for and towards and responsibility for the environment;
- Help pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- Understand how society works and the laws, rights and responsibilities involved.

3. How PSHE education, including Relationships Education, is provided.

At Woolsery school we use SCARF: a comprehensive scheme of work for PSHE and wellbeing education. An overview of the SCARF programme can be found on the school website. It covers all the DfE **statutory** requirements for Relationships and Health education, and non- statutory Sex education.

We follow the six suggested termly units and adapt the scheme of work to meet the needs of the children at our school.

Our PSHE subject lead is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Alongside this, teachers have access to a range of teaching resources within the SCARF programme, as well as training films.

Teachers follow the suggested half termly units in the SCARF programme. Lessons can be weekly stand alone, but can also be cross curricular. The lesson plans provide specific learning objectives for each session, with lesson resources and teaching ideas.

We have chosen SCARF as the way to deliver our PSHE curriculum as we feel that it is relevant and sensitive to the needs of our children, and provides a progressive scheme of work so that children are appropriately challenged as they move through the school. Assessment is completed by the staff teacher using the SCARF assessment materials.

4. What is being taught?

The SCARF medium term planning can be found on our website

EYFS

In the EYFS, PSHE education is about making connections and is strongly linked to child led activities. It is taught through topic based activities, as well as individually to develop person skills such as dressing, feeding and toileting. Children are given opportunities to engage socially in groups, as a class, or during whole school activities.

KS1 and KS2

The SCARF programme divides the year into six themed units:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being my Best
- Growing and Changing

Children engage in activities that help them understand themselves as growing and changing individuals and as members of a wider community. They learn how their choices and behaviours can affect others, are given opportunities to make choices about their health and environment and are encouraged to have a caring attitude towards others.

Within the statutory Science National Curriculum in Y2, the children learn that animals including humans have offspring that grow into adults. They are introduced to the concept of reproduction, but not how it occurs. In Y5, children learn about the life cycles of humans and animals, including

reproduction, and about changes in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all Primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This builds on previous learning about relationships, puberty changes and reproduction, and lays the foundations for their ongoing Relationships and Sex Education in their secondary schools.

5. How PSHE, including Relationships Education, is taught

PSHE education is taught by the class teacher once a week in a timetabled lesson throughout the school year, in their usual mixed sex groupings, using a range of teaching methods and activities.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons, and including a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures in line with the school's safeguarding policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis. Relevant leaflets, websites and posters can be found on display referring to sources of help and advice, alongside suitable books which can be found in the library.

6. Monitoring and assessment

The monitoring and assessment of PSHE takes place through pre and post unit assessment activities found in the SCARF programme; through 'I can' statements at the end of each unit; and through children's personal reflections throughout each unit. This information is then used to inform annual reports to parents.

Each classroom has a SCARF board where learning is reflected in a variety of ways. Activities from SCARF lessons are also recorded by teachers within the SCARF section of the school BLOG and this is then monitored by the subject leader.

The subject leader provides an annual summary report to governors which evaluates the quality of teaching and learning and identifies areas for development.

7. How the delivery of content will be made accessible to all pupils

At Woolsery School we have a fully inclusive approach to the curriculum. PSHE is important to all our pupils and no pupil will be removed for other intervention work during these sessions. As with all lessons, teachers will plan differentiated activities where necessary to meet the needs of all pupils, and extra support will be given where necessary for children to access learning, taking into account any IEPs that may be in place.

Our school ensures that the Relationships and Sex education (RSE) elements of the PSHE education programme are relevant to all pupils, whatever their gender identity. All pupils learn together about the changes someone may experience as they go through puberty, to develop empathy and understanding and reduce the incidences of teasing or stigma. This will also ensure that any child

that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios in a sensitive, honest and balanced consideration of sexuality. This helps create a safer environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different to them.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but **not** Relationships Education. They do not have the right to withdraw their children from the statutory parts of Sex Education taught through the Science Curriculum and Health Education. Parents are invited to view our resources and discuss any concerns with staff.

Before granting a request to withdraw a child, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through our designated SCARF page on the school Blog. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

11. Policy Review and Development Plan

The policy will be reviewed after a year in the first instance, and then every three years, in consultation with parents, teachers and other school staff, governors and pupils.