



WOODNOOK PRIMARY SCHOOL PSHE EDUCATION (RHE)

Woodnook Primary School:				
Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: May 2021	Date: June 2021	Date: Summer 2021	Date: Summer 2021
Date formally approved by Governors:				
Date policy became effective:	September 2021		Review Date: September 2023 September 2026	
Person(s) responsible for implementation & monitoring:	Kirsten Broderick (Assistant Headteacher) Chair of the Governing Body Woodnook Primary School			
Suggested policies to cross reference:	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor	Equalities	P.E.	Bereavement
INTENT OF PSHE EDUCATION (RHE)				
Purpose: This policy covers our school’s approach to all non-statutory elements of PSHE Education and statutory guidance on Relationships and Health Education (RHE). We believe that the content of the Relationships Education curriculum is appropriate, important and takes into account the wishes of the community. Therefore, Woodnook Primary School will not be teaching sex education and have no intention of doing so in the future. It will therefore be referred to as RHE. We believe PSHE is important because it supports the children’s spiritual, moral, social and cultural development (SMSC), their well-being as well as their physical development enabling them to develop into happy, healthy and successful citizens of the future. It was produced by the staff and governing body of Woodnook Primary School through consultation with pupils, parents and carers.				

**Overall school aims and objectives:**

At Woodnook our school values are: Together we are FAIR in all that we do (Friendship, Aspiration, Independence and Respect).

We undertake to achieve this by:

Raising levels of attainment for all pupils, enabling them to achieve their personal best.

Developing confident, disciplined and enquiring learners, able to make informed choices.

Fostering a love of learning.

Fostering self-esteem and personal responsibility, linked to respect for the needs and feelings of others.

Facilitating considerate and positive relationships between all members of the school community.

Ensuring equal opportunities in relation to gender, race, class, special needs and belief and all protected characteristics.

Valuing and respecting all cultures.

Providing a safe and happy workplace.

Promoting a thoughtful attitude towards the immediate and wider environment.

What values will underpin this policy?

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils. We promote values by:

- ensuring we meet the needs of all children by providing a curriculum bespoke to the needs of every child; we will do this by reviewing our curriculum regularly and responding to issues and topics as they arise.

- recognising that every child is unique.

- we will encourage children to talk to their parents and carers and trusted adults in school.

- we prepare pupils for the experiences, opportunities and challenges of everyday life now and in the future by weaving PSHE teaching throughout difference aspects of the wider curriculum and school day.

- we plan to deliver and reflect upon the British Values and teach these explicitly within our PSHE curriculum.

- children are encouraged to make a positive contribution by becoming involved in aspects of wider school life including: school council and whole-school events such as fundraising and performances.

- helping children from all backgrounds build positive and safe relationships, enabling them to thrive in modern Britain and to make a positive contribution to society.

- providing opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

- providing a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.



What are the aims and objectives of PSHE Education (RHE)?

Our curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint. PSHE and RHE helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Through the non-statutory theme Living in the Wider World, we aim to extend children's aspirations for themselves and their families and prepare them for adult life.

PSHE education should have regular time on the curriculum like any other school subject and be taught by the class teacher. Discrete PSHE lessons are necessary as it is not possible to achieve continuity, progression and meaningful assessment from a cross-curricular approach. Each half term has a whole school focus, which is developed through class discussions, assemblies and PSHE lessons.

The statutory Health Education and Relationships Education guidance also states that:

'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.'

A key feature of effective PSHE Education (RHE) is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by ensuring safeguarding policies, systems and training are embedded in school practice. Children know who to go to for support and are signposted to key adults where necessary. School work with parents and carers to support children.

Overarching Concepts of the PSHE curriculum:

Through an effective PSHE curriculum, the children will learn:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. A **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)



How will we ensure the curriculum is relevant to our pupils?

Building on the foundations laid in Early Years, we provide regular PSHE teaching and learning from Reception up to Year 6 for all children.

The curriculum is reviewed annually to reflect the needs of each cohort. It is sequenced within and between KS1 and KS2 and follows the progression of skills and attributes within the PSHE Association's Programme of Study. We ensure our curriculum builds on prior learning by using suitable assessment tools and providing clear tools for transition as the children progress throughout school.

The curriculum prepares Years 5 and 6 pupils for the transition to high school by reflecting their developmental needs at this stage (e.g. social, emotional and physical).

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs. The curriculum is clearly mapped out to ensure that sensitive topics are taught in an age-appropriate way with clear progression. In addition, we will ensure RHE is matched to the needs of our pupils by taking into account the emotional maturity of the pupils and is sensitive to their religious backgrounds. This will enable staff to pitch lessons appropriately.

We use relevant local data and school information related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community e.g. CPOMs, attendance data, Health Needs Assessment Survey, relevant Public Health and local data on matters such as health, social deprivation, family life, career and life chances.

The opinions of our children are obtained through class discussions relating to the areas that they feel are most important to them and fed back through the School Council. This is revisited annually as the needs of the different cohorts change, as do issues in the wider world and community.

Staff rated the PSHE Programme of Study objectives using a traffic light system, where red is considered to be the most important. The prioritised objectives are highlighted on the relevant units on each year groups medium term PSHE overview for staff to embed in their teaching. Again, this is revisited regularly to ensure that the identified objectives are relevant to the needs of our children.

What are our intended outcomes?

The learning outcomes of our curriculum are that pupils will:

- build accurate, balanced and relevant knowledge.
- be provided with opportunities to turn that knowledge into personal understanding
- have opportunities to explore, clarify, and if necessary, challenge in a courteous way, their own and others' values, attitudes, beliefs, rights and responsibilities
- gain the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- be given opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- learn how to apply the knowledge and skills taught to new and challenging situations in the current and future lives
- to learn about the importance of fundamental British Values and how to participate fully and make a positive contribution to society.
- children will be able to use age appropriate vocabulary to express their feelings and opinions.

Creating a safe and supportive learning environment

PSHE is taught in adherence with relevant safeguarding policies to ensure a safe and positive environment. We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. The school has systems and protocols in place to support effective safeguarding. Children know they are able to talk to trusted adults in school and that the necessary steps will be taken to support them in line with statutory policies.

The school seeks to provide a safe, secure learning environment for PSHE Education (RHE) that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy, confident and successful adults.

The school seeks to ensure all members of staff are role models for positive interpersonal relationships. Group agreements are negotiated annually on an individual class basis and are used to create and maintain a safe learning environment for staff and pupils throughout. These are revisited at the start of each session.

Distancing techniques are used to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas.

We will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes:

- Class practitioners will utilise an 'ask it' basket all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed, but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space.
- If the teacher or visitor (link to Child Protection Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible".
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
 - The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
 - Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
 - There needs to be a safeguarding response; any safeguarding matters will be recorded and dealt with in line with school systems and policy.



SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (RHE) learning which meets their needs.

We ensure all pupils have access to PSHE Education (RHE) in line with our equalities policy; PSHE will be delivered through regular timetabled sessions, assemblies, whole school events, etc.

Teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (RHE) curriculum. Support to achieve this is sought where necessary from specialist teachers and advisors.

We promote social learning and expect our pupils to show a high regard for the needs of others.

We use PSHE Education (RHE) as a vehicle to address diversity issues and to ensure equality for all.

How will we ensure that our equalities obligations are fulfilled?

Ref: Equality Act (2010) advice to schools:

Protected characteristics: School will teach the children that it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex; race; disability; religion or belief; sexual orientation; gender reassignment; pregnancy or maternity

Discrimination by Association: The school will teach that it is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

In line with the Public Sector Equality Duty (PSED) through the PSHE curriculum the school aims to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The school will teach the fundamental British Values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

The school will share the importance of teaching pupils about the law of this country and to respect people who are different to them. This forms part of their learning to celebrate being a unique individual, in developing their sense of self. The needs and interests of all pupils, irrespective of sex, gender identity, family, faith, culture, sexual orientation, ability or aptitude are addressed and respected; children are taught that all protected characteristics are equal in law and must be respected and upheld.

We assess the needs of different pupils by taking into account their educational, emotional and physical needs; race; nationality; gender identity; sex; sexual orientation; religion or whether they are a child looked after or a child formerly looked after.

We support the children and affirm their individual characteristics, home circumstances and families. Children are encouraged to celebrate their unique identity and respect others'.

How will we ensure inclusion and differentiate learning?

PSHE Programme of Study (Assessment): "It would be inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the



DfE statutory guidance came into effect from September 2020 stating that all Primary Schools must deliver Relationships Education. Due to the COVID-19 pandemic, the DfE enabled schools to delay implementation until September 2021.

KS1 & 2 Five Topics:

Families and people who care for me

Caring Friendships

Respectful relationships

Online relationships

Being safe

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer-to-peer, family and carer relationships. It also covers respect for others and staying safe.

Statutory requirements:

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.

Our school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education and Health Education. The content set out in the government guidance 'Relationships education (Primary)' July 2020, covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

NB: Parents do not have the right to withdraw their child from the statutory elements of PSHE / RHE or the Science National Curriculum.

INTENT OF RELATIONSHIPS EDUCATION

What is the purpose of Relationships Education in our school?

The values of Woodnook Primary School are Together we are FAIR in all that we do (Friendship, Aspiration, Independence and Respect).

At Woodnook, we aim for our children to become healthy, independent and responsible members of a diverse society. We provide our children with opportunities for them to learn about rights and responsibilities and their place in the wider community. Through our Relationships Education curriculum, our children develop a sense of British Values and the values of our school.

DfE Relationships Education (Primary) Updated 9th July 2020

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.



What are the aims and objectives of our Relationships Education curriculum?

The aim of RHE is to give young people the information needed to develop healthy, nurturing relationships of all kinds. Pupils should also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect.

The laws around a variety of issues should be considered which include: marriage, consent, radicalisation and gangs.

Our curriculum aims to...

- ensure Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- prepare children for healthy relationships in an online world.
- understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- create a positive culture around issues of relationships.
- to ensure that all understand the importance of respecting others and accepting those who differ.

School will continue to work closely with parents/carers when planning and delivering Relationships Education.

What are our intended outcomes for Relationships Education?

The learning outcomes of our Relationships Education curriculum are that pupils will, by the end of Key Stage 2, have met the intended outcomes from the statutory guidance 'Relationships education (Primary)' July 2020:

Elements below are statutory:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice, for example family, school or other sources.



IMPLEMENTATION OF RELATIONSHIPS EDUCATION

Relationships Education Curriculum

Relationships Education is embedded within PSHE Education as part of our curriculum overview which is published on the website for parents and carers.

The curriculum is planned and organised into key stages and year groups, following guidance from the PSHE Association's suite of documents linked to the programme of study.

We build on prior learning, ensuring each unit begins with a recap in order to identify any important gaps in knowledge and skills.

Parental Engagement

Parents and carers are informed about and consulted on the policy through our website and via parental surveys.

The policy is available to parents and carers on the policies page of our website or on request, from the school office. Parents and carers requiring further support are signposted to relevant organisations outside of school as and when appropriate including the school nursing team, mental health and well-being support services, the school counsellor, early help team, national charities (e.g. bereavement, etc.)

The COVID-19 pandemic has made it impossible to hold consultation meetings in the school building and therefore, electronic surveys have been utilised. Parents/carers are invited to contact the Headteacher directly if they have a specific question or concern.

Parents/carers are advised there is no right to withdraw from Relationships Education curriculum or Health Education.



DfE statutory guidance states that from September 2020, all Primary Schools must deliver Physical Health and Wellbeing Education (Health Education)

KS 1 & 2 Eight Topics: *These elements are statutory.*

- *Mental wellbeing*
- *Internet safety and harms*
- *Physical health and fitness*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body (parents may not withdraw their child from this element).*

INTENT OF HEALTH EDUCATION

What is the purpose of Health Education in our school?

The purpose of teaching pupils about physical health and mental well-being is to give children the information that they need to make good decisions about their own health and well-being. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

According to the Lancashire Health LSIP and National Child Measurement Programme data, the area around school is high in childhood obesity and poor dental health. Therefore, providing children with the knowledge to help them address these issues is fundamental to our Health Curriculum.

DfE Relationships Education, Relationships and Health Education – February 2019

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

What are the aims and objectives of our Health Education curriculum?

Our curriculum aims to...

- To give children the information they need to make good decisions, now and in future, about their own health and well-being.
- To help the children to recognise issues when they arise in themselves and in others and how to seek support.
- To understand that mental health and well-being and physical health are interlinked.
- To promote pupils' self-control and the ability to self-regulate.
- To reduce stigma attached to health issues, including mental health issues.



What are our intended outcomes?

The learning outcomes of our curriculum are that pupils should know, by the end of Key Stage 2, the following:

Mental health and well-being:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.



Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body (NB: these are statutory elements of the curriculum)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

IMPLEMENTATION OF PSHE EDUCATION (RHE)

Timetabling PSHE Education (RHE)

We allocate on average one session per week curriculum time to PSHE Education (RHE). We also respond to particular and specific needs of individual cohorts by providing additional PSHE (RHE) teaching as and when required and linked to the whole school focus for that half term. Changing Adolescent Body lessons will be taught separately to boys and girls, initially.

Our PSHE education provision is mapped and planned effectively to ensure adequate coverage of all statutory and non-statutory elements before the end of Key Stage 2. It is a curriculum which progresses through skills which are age and developmentally appropriate to our children.

Our provision is further enriched by our Learning Mentor, through a variety of approaches both separately and in groups, dependent on the needs of the child.

Who will be responsible for the curriculum?

The PSHE Education (RHE) curriculum will be led by Mrs Kirsten Broderick (Assistant Headteacher), who oversees the teaching of PSHE, monitors the lessons taught and adjusts the curriculum in light of differing cohort needs.

Our PSHE Education (RHE) is provided by the class teacher, with support from visiting agencies and individuals as appropriate and in accordance with our visitor policy. Class teachers are responsible for planning and teaching the weekly sessions tailoring them to the needs of their children; reviewing the work produced on a weekly basis; dealing with issues when they arise; and reporting to the appropriate DSL they feel a more urgent issue needs dealing with, especially with regards to Safeguarding.

The Head will oversee the work of the PSHE Subject Lead and ensure that Safeguarding procedures are followed when necessary.

The school supports staff delivering PSHE Education (RHE) to access appropriate CPD through its membership of the PSHE Association and membership of the Lancashire Healthy Schools.

The governing body of Woodnook Primary School is responsible for ratifying the policy for PSHE (RHE)

The use of visitors in the classroom

Please also refer to the Child Protection and Safeguarding Policies, and The Prevent Duty document.

We encourage other valued members of the community to work with us to provide advice and support.

We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons.

We may use external contributors in the following circumstances:

- to deliver specialist areas of the curriculum as and when required e.g. dental hygiene, first aid, members of parliament, representatives from the NSPCC, outdoor education specialist teachers, trained counsellors, mental health professionals, etc.



Key Principles and Teaching Methodology

The curriculum is taught through a range of teaching methods, including:

- debates and discussions.
- the use of reflective journals and class books.
- the use of key questions.
- sorting activities .
- research, including online (in accordance with e-safety policies, using approved websites).
- trips, experiences and visitors to school site.

We ensure learning 'starts from where pupils are' and build on pupils' prior learning by:

- conducting thorough transition meetings between classes to ensure pupils' individual needs are met as they move through the school.
- carrying out baseline and end point assessments using tools from the PSHE Association where appropriate.
- knowing our children and families well by building positive relationships from the point at which the children join our school.

We ensure that sessions, including those on risky behaviours, remain positive in tone by devising a 'group agreement'. We do not use materials that give direction or shock or shame and always end a lesson positive note.

We will ensure cross-curricular learning where appropriate, especially by making links with Science and PE.

What topics will be covered and broadly when?

Please see attached yearly long - term curriculum map and yearly overviews, which show the units being taught for the three core themes, when they will be taught during the year and areas of priority.

IMPACT OF PSHE EDUCATION (RHE)

How will we assess this learning?

We assess pupils' learning through the use of the PSHE Association's assessment tools. We will establish their baseline and their endpoint to show individual progress.

This is evidenced by notes from comments and questions from lessons, as well as written evidence in both the class books and the children's individual reflective journals.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through consultation in class and through the School Council. We will also refer to the results of the annual Health Survey and Lancashire Pupil Attitude Questionnaire.

Pupils' needs and issues will be identified by pupil voice sessions, contributions to class discussions, weekly monitoring of children's Personal Learning Journals, the class Worry Boxes and Ask It Basket. Pupils' views of what is currently being taught will help to inform the curriculum by the staff and PSHE Lead adjusting priorities for the following terms and years, identifying areas more appropriate for a whole school focus.

Pupils will have opportunities to review and reflect on their learning during lessons through class discussions and their Personal Learning Journals.



Monitoring, reporting and evaluation

Subject lead monitors the delivery of PSHE (RHE) in accordance with the school's monitoring cycle and information will be reported to the governing board. Teachers evaluate the weekly sessions and use this to inform future planning. The curriculum is evaluated and amended annually to reflect the changing needs of each cohort. Pupil Voice is sought through pupil interviews and feedback to the School Council.

Teachers monitor the Personal Learning Journals on a weekly basis, checking for any safeguarding issues or areas which might need to be followed up on an individual or whole class basis.

At Woodnook, we have a Visitor's Book, where we gather children's thoughts before and after visitors have been into school to determine the impact of the visitor.

What is our policy on confidentiality?

We create a group agreement and remind pupils of this at the start of every lesson.

We promote confidentiality when having whole-class discussions. We pay due regard to our safeguarding policy and in the event of a disclosure being made, would inform the individual making the disclosure that it may be necessary to inform others (e.g. DSL) of the information in order to safeguard them or others.

The school recognises the importance for children, families and staff having access to confidential services, including health services to support their physical and emotional needs.

Families are signposted to support groups and charities where appropriate; referral will be made to other agencies as required including (but not limited to): the school nursing team, early help services, school counsellor.

Staff, parents and children are informed of the name of the DSL via the safeguarding policy.

How will parents and carers be involved?

We are committed to working with parents and carers.

We communicate with parents and carers by providing ready access to information on curriculum and policies via our school website and Jotter app. Topical issues and special events will be communicated via the newsletters or emails.

We encourage discussion of topics at home; to support this, curriculum topic maps will inform parents/carers in advance of the main topics being taught. Matters arising during the year will be communicated to parents/carers at the time so that these may be discussed at home to further develop the children's learning and understanding.

Other aspects of school life that contribute to PSHE Education (RHE) include:

Opportunities to take responsibilities include: School Council, Play Leaders, Class Assemblies and charity fundraising events etc

Responsibility for the implementation of this policy.

The governing body of Woodnook Primary School is responsible for the setting of the PSHE and RHE policy.

The responsibility for the implementation of the policy lies with the Headteacher and PSHE lead.

Teaching staff will adhere to the policy and will receive regular training and updates.

Parents and carers have access to the policy via the school website.

Policy developed in association with guidance provided by Kate Piercy PSHE and Healthy Schools Teacher Adviser, Spring 2021

Date policy ratified by the governing board:

Date policy will be reviewed: September 2023, September 2025



Appendix to include documents referenced e.g. DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2020) as well as PSHE Association documents – Programme of Study (2020), Programme Builders (2020), PSHE Lead's Pack KS 1 and 2, Handling Complex Issues safely in the PSHE Education classroom, A Guide to Assessment in Primary PSHE Education. Sex Education Forum – Curriculum Design Tool.