

PSHE (including RSE)

POLICY CONTEXT AND RATIONALE

This policy covers our school's approach to PSHE including RSE. It was produced by a Woodhall School Working Party through consultation with Staff, Governors and Parents. Due to Covid, consultation took the form of discussion via media and written feedback.

The policy will be reviewed in July 2024 and then every two years.

POLICY AVAILABILITY

The policy is available to all parents and carers, present and prospective, through the School Website. If you require this policy in a different format or translated please contact admin@Woodhall.herts.sch.uk or ask at the school office.

POLICY: AIMS AND OBJECTIVES

Our school's ethos is to provide a safe, warm and nurturing environment where children can develop academically, creatively and build a social and emotional framework that prepares them to reach their full potential. This policy fulfils our school ethos by setting out a clear, methodical approach to the teaching of PSHE that builds on previous knowledge within a safe environment where children will be challenged to think and develop skills and ideas. This will give them the knowledge, skills and attributes they will need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'.

We will create a safe and supportive learning environment by ensuring clear and consistent boundaries are set and upheld by all, based on the individual needs of the children. When planning lessons we will always be aware of and sensitive to children's cultural/religious beliefs without depriving them of knowledge that will need to be part of our culture. We will ensure that where pupils indicate that they may be vulnerable and at risk, (through conversation and/or concerning behaviour) they will get appropriate support by providing a safe and secure space to talk to a trusted adult. This policy is informed by the school's safeguarding/child protection policy

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

Classroom practice and pedagogy should take into account pupils' ability, age, readiness, language and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study.

- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.

SEND ACCESS

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted.

Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. It is not be the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

INTENDED OUTCOMES

Learning outcomes of our programme will be that pupils will develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes:

- health and wellbeing; physical and mental health.
- relationships
- living in the wider world (including economic wellbeing and aspects of careers education).

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they have frequent opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills At Woodhall School, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of our society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) to provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. This is based on a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

LEARNING AND TEACHING

PRINCIPLES AND METHODOLOGY

At Woodhall we are aware that the delivered curriculum must reflect the needs of our pupils. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. We are aware that this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

- We will determine pupils' prior knowledge/starting points by ensuring that we use mind maps etc to find out what the children already know

We expect teachers to use the PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.

We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever changing community. It is important therefore that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

- We will help pupils make connections between their learning and 'real life' behaviours by role play scenarios social stories,

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

- We will ensure that sessions, including those on risky behaviours, remain positive in tone ensuring each class set own age appropriate responses in PSHE.
- The programme will be taught through a range of teaching methods.
- We will make links to other areas of the curriculum

PLANNING

Woodhall are using the PSHE Association's Scheme of work to deliver our PSHE. It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

During Key Stage 1 and 2 pupils will explore the questions outlined in the scheme of work (appendix 1)

TIMETABLING

PSHE will be taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases, and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected issues. An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'.

- We allocate curriculum time to PSHE education to the equivalent of ½ hour per week that might be done in a block.
 - Our PSHE education is provided as discussion based with the occasional written task.
- RSE is integrated into the PSHE policy.

ASSESSMENT

Assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. We will also ensure we are assessing learning which is specific to PSHE education and not other areas of the curriculum, such as literacy. We recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

- We will assess pupils' learning and progression through pupil voice
- We will evidence pupils' learning and progression by... pupil voice and display PSHE books or circle time record.

TEACHING RESPONSIBILITY

PSHE should be led and taught by teachers.
The programme will be led by Eileen Roby

Visitors

Visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers should always be present to manage the learning, and to ensure that it is safe.

CONFIDENTIALLY AND HANDLING DISCLOSURES

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

- We will ensure confidentiality by following the safe guarding policy / ground rules,
- If a pupil makes a disclosure we will record on CPOMS by the end of the day.

RESPONDING TO PUPILS QUESTIONS

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any consideration of prior learning or readiness, can be unsafe. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. •

Pupils' questions will be answered by the use of our worry / question box,, Post it notes to teacher, KS1 trusted adult.

LINKS TO OTHER SCHOOL POLICIES AND AREAS OF THE CURRICULUM

This policy supports/complements the following policies

- Safeguarding
- Equality
- Health and Safety

INVOLVING PARENTS AND CARERS

We are committed to working with parents and carers. We will inform parents when aspects of the Sex Education programme are taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Access to language support will be provided where necessary. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons.

Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons.

- We will communicate to parents about the curriculum and their right to withdraw their children. If a parent wishes to withdraw their child we will explain why and refer to the PSHE lead if necessary.

REVIEW DATE

This policy will be reviewed by July 2024. It will be reviewed by a Governors Working Group and will be based on feedback from Parents, Governors, Staff and Pupils. This will ensure that continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

Relevant Documents

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>