

## **Wyborne Primary School**

### **Personal, Social, Health and Economic Education (PSHE), Relationships Education, Health Education, and Relationships and Sex Education (RSHE) Policy**

Personal, Social, Health and Economic Education (*referred to in this policy as PSHE*) is the overall title given to the curriculum subject that includes relationships, sex and health education.

The Children and Social Work Act 2017 includes legislation on Relationships and Sex Education in schools. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' June 2019 in the context of the PSHE curriculum.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RSHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RSHE involves lifelong learning, starting early in childhood and continuing throughout life and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

At Wyborne Primary School RSHE is taught as a major part of the Personal, Social, Health and Economic Curriculum (PSHE).

In this policy, RSHE and PSHE are often referred to together. RSHE is referred to when directly applicable to statutory requirements.

At Wyborne Primary School, our PSHE curriculum (which includes statutory relationship and health education and non-statutory sex education) is separated into three strands; Relationships; Healthy Living; and Living in the Wider World.

### **Aims and Objectives**

The over-arching aim of RSHE/PSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

At Wyborne Primary School, the main objectives of the RSHE/PSHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics

such as consent, marriage and civil partnership, equality, child protection and safeguarding).

RSHE/PSHE at Wyborne Primary School is also compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need 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.

## **Teaching and Learning**

RSHE/PSHE is taught with clear learning objectives and is a subject that is developed as pupil's progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any RSHE/PSHE is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn;
- The right to be and feel safe;
- The right to feel and be respected.

Ground rules are set to ensure the most effective climate for learning and apply to both pupils and adults in the classroom.

Teaching takes place in a variety of ways but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media.

Teachers make use of an 'Ask It Basket', to assess pupils' learning and to gather pupils' questions. Pupils' questions are then collated and incorporated into future learning. This enables the teacher to plan learning in an age-appropriate way.

Where applicable, home learning opportunities are also encouraged, as a key way to develop a pupil's learning, so parental partnership in RSHE/PSHE is important.

At Wyborne Primary School, RSHE/PSHE is taught by class teachers, who are trained and confident in their subject expertise. The school receives training and support in RSHE/PSHE from RBG. The subject lead is a member of the RBG RSHE Network. The school participates in Healthy Schools London and is a member of the PSHE Association.

## **Content**

At Wyborne Primary School, RSHE meets the requirements of the statutory elements of the National Curriculum, relating to: Relationships Education and Health Education.

Knowledge, skills and attitudes/values taught in Key Stages 1 and 2 can be found in the curriculum intent document for PSHE, where the statutory requirements for RSHE are covered from Years 1 to 6.

EYFS content on Personal, Social and Emotional Development and Understanding the World can be found in the Foundation Stage policy.

Although RSHE/PSHE is a subject in its own right, it can often be taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects; such as RE, Science and Computing. Teachers are encouraged to link learning with other subjects where possible.

A core element of RSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RSHE/PSHE. Different pupils' needs are taken into account when teaching RSHE/PSHE. This may require adjustments to the curriculum or how it is accessed for some pupils e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

### **Use of Outside Visitors to Support RSHE**

RSHE/PSHE at Wyborne Primary School is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses; support agencies, such as Metro; theatre companies, such as Little Fish; and recommended other support agencies, such as the NSPCC.

When any aspect of the RSHE/PSHE programme is being led by an outside agency, the class teacher will also stay in the room, to ensure that learning from the session can be followed up appropriately and to reassure pupils that the class ground rules are being honoured.

### **Assessment and Monitoring of RSHE**

Assessment is key to learning. Any teaching and learning in RSHE/PSHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. Teachers also use the PSHE Association learning outcomes, to assess pupil progress (detailed in the PSHE Curriculum intent document). End of Key Stage assessment in RSHE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in RSHE/PSHE in a variety of ways. At times, this will include written work but the majority of RSHE/PSHE assessment will be in the form of discussions, photos and personal reflection. This relies heavily on teachers noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in RSHE/PSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school.

## Parental Engagement with RSHE

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the headteacher and RSHE/PSHE lead in school. It is important that this happens so that parents/carers are able to understand:

- what their child would be learning and why
- what aspects they can and cannot be withdrawn from
- what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

It is also important that the views of the child are taken into consideration and schools should do this when reviewing RSHE/PSHE policy, for example by asking their school council what they think is important for them to learn about as they grow and how the school can help them understand how to be healthy, respectful and responsible citizens.

If, after discussion with parents/carers, it is agreed that a pupil will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the pupil is occupied meaningfully during that time, with suitable and alternative learning provision. The Headteacher will also ask the parents/carers how they will be ensuring that the pupil to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory RSHE taking place.

## Policy Development and Consultation

The school's RSHE/PSHE policy is developed by the school subject lead, with advice and support from the Royal Borough of Greenwich.

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit. The Pupil Governors are also asked to gather their peers' views on what they feel they need to learn about in RSHE/PSHE.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.
- Parents/carers are able to find out what the school teaches through discussion with class teachers at parent consultation meetings or by contacting the PSHE subject leader, where they can discuss why RSHE is important and how the subject is

taught. Note that the curriculum intent document that includes a breakdown of what is taught in each unit is available on the school website.

### **Policy Leadership and Approval**

RSHE/PSHE is led and managed by the RSHE/PSHE Lead, with the support of the SLT. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval of the policy.

RSHE/PSHE Lead: Ian Newman  
SLT Lead for RSHE: James Seargeant  
Sarah Aldridge

### **Policy Review**

The RSHE/PSHE policy is reviewed every two years.  
The next review date is: June 2022

### **RSHE and Safeguarding**

Effective RSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, RSHE at this school follows the principles for effective RSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

### **RSHE and Faith Perspectives**

At Wyborne Primary School, pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RSHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, RSHE/PSHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, RSHE is always taught within the context of the Equality Act 2010 and the school places RSHE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

#### **Links to Other Policies**

Safeguarding; Child Protection; SEND; Behaviour; Curriculum; E-Safety; Foundation Stage

**Date of Policy: June 2020**

**RSHE/PSHE Lead: Ian Newman**

**SLT Lead for RSHE: James Seargeant**

**Governor Lead for RSHE: Sarah Aldridge**