



# **INCLUSIVE LEARNING FEDERATION**

## **Bradwell Village School**

### **PSHE & RSE Policy**

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**Date: September 2021**

**Approved by: Full Governing Body**

**Date: July 2023**

**Last reviewed on: 20/6/2024**

**Next review due by: September 2025**

## PSHE & RSE Policy

### Introduction

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE and RSE education supports pupils' personal, social, health, including mental health and economic development, helps to give them the knowledge, skills, strategies, and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age-appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

Relationship and sex education (RSE) is part of lifelong learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. In key stages 1 and 2, the emphasis is on relationships education. Relationship and sex education within personal, social and health education (PSHE), aims to give children and young people essential skills for building positive, enjoyable, respectful, and non-exploitive relationships and the skills to stay safe both on and offline. It enables children to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. **Relationship and sex education is not about the promotion of sexual activity.**

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and__Health_Education.pdf)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As a school we follow the DfE guidance for teaching PSHE (9th July 2020)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

## **Intent**

We aim for our PSHE and RSE curriculum to support pupils' personal, social, health and economic development by enabling them to build their knowledge, skills, strategies, and attributes to help them make informed choices and decisions about the different opportunities and challenges life presents.

At Bradwell Village School pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education. Through the curriculum, we aim to provide pupils with opportunities to ask questions and explore issues that are real and relevant to them in a safe and managed environment and one which extends beyond the timetabled sessions to include themed days/weeks, assemblies and creative weeks which fully support our school's ethos and values.

We believe PSHE and RSE are integral parts of Bradwell Village's broad and balanced curriculum supporting spiritual, moral, social and cultural education, equalities and safeguarding. We ensure meaningful cross curricular links are made to enable our pupils to understand how these skills can be applied in everyday life.

Through personal, social and health education and relationships and sex education we aim to enable the children to:

- be prepared for the opportunities, responsibilities, and experiences of later life;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- make informed choices;
- be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- undertake sensitive discussions within a supportive framework;
- promote safety in forming and maintaining relationships;
- understand and manage their emotions using a toolkit which we provide;
- explore opportunities to consider issues which may affect their own lives and/or the lives of others;
- identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;
- prepare for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- develop feelings of self-respect, confidence, and empathy;
- create a positive culture around issues of sexuality and relationships;
- use the correct vocabulary to describe themselves and their bodies;
- be able to maintain positive physical and mental health.

## **Implementation**

Our PSHE and RSE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE and RSE provision gives our pupils an education which supports them now and prepares them for the future. Our PSHE

provision is underpinned by the 2010 Equalities duty and provides an inclusive curriculum that promotes understanding and mutual respect for all.

At Bradwell Village School, statutory relationships education and health education are taught through PSHE. We also teach economic education and relevant themes to support our pupils to manage their lives both now and in the future. We use Jigsaw as a basis to deliver PSHE and RSE. The Jigsaw program is adapted to provide a relevant and age-appropriate curriculum for our pupils. We provide a progressive curriculum to ensure pupils are taught key aspects of PSHE and RSE at a relevant and age-appropriate level and in line with their continuing personal and social development

### **Relationships Education**

Our PSHE curriculum covers the statutory Relationships and Sex Education requirements. Relationships education at Bradwell Village focuses on teaching the fundamental building blocks and characteristics of positive and healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of KS2, pupils will have learned about:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

### **Sex Education**

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the PSHE curriculum. As a non-statutory element of PSHE, parents and carers have the right to withdraw from designated sex education lessons. We encourage parents and carers to come and talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child.

### **Health Education**

We deliver statutory health education through our PSHE curriculum. By doing so, pupils learn about physical and mental wellbeing in order to give them the information they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue with regards to themselves and others and if an issue arises, know how to seek the right support as early as possible from a safe and trusted source.

By the end of their primary schooling, pupils at Bradwell Village School will have learned about:

- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- facts and risks associated with drugs, alcohol, and tobacco;
- health prevention;
- basic first aid;
- the changing adolescent body.\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts and a list of key vocabulary. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice.

### **Living in the wider world/Economic education**

Our PSHE curriculum covers economic education and living in the wider worlds. Pupils learn about managing money, saving and enterprise skills and climate change.

At Bradwell Village School PSHE and RSE are timetabled each term and are delivered by class teachers or PPA cover teachers. The PSHE and RSE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning and providing relevant education to support them in their lives now and in the future. At Bradwell Village School we use the Jigsaw PSHE programme and adapt this, where necessary, to the needs of our pupils.

We strive to provide our children with first hand experiences to learn about the world we live in. We make meaningful links across the curriculum and provide the children with opportunities to learn from others, for example first aid teaching by qualified first aiders within upper Key Stage 2.

A variety of teaching and learning styles is used in PSHE and RSE lessons in order to meet the needs of all our pupils and so develop their knowledge, skills, and understanding. The children's skills in PSHE and RSE are promoted across all subjects and where relevant teachers encourage cross curricular links, for example; teaching the children how to keep themselves safe online during our computing sessions, why it is important to live a healthy and active lifestyle, how the adolescent body changes and the importance of British Values and how these are incorporated into all aspects of school life.

It is the responsibility of the class teacher to plan appropriate and differentiated work for their pupils in the year group(s) that they teach.

Planning is based on:

- the National Curriculum;
- Jigsaw PSHE scheme of learning;
- Christopher Winter project (Relationships and Sex Education).

The school has a long-term plan detailing what is studied in each year group. We use our Jigsaw schemes of learning and adapt these, responding to the needs of the cohort and pupils. Planning includes the teacher's, teaching assistants and children's roles and activities, groupings, and differentiation to ensure all children are able to access the curriculum.

### **Managing difficult questions and confidentiality**

In PSHE and RSE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures.

All aspects of PSHE and RSE are underpinned by shared and understood ground rules (see appendix 1) with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE and RSE education are appropriate and relevant to our pupils we use our assessment data to ascertain what pupils already know, and what they need to learn.

Distancing techniques are used in PSHE and RSE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

### **Equal Opportunities**

At Bradwell Village School, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the PSHE and RSE curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

### **Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers**

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

### **Adaptations to the Curriculum for Pupils with SEND**

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

### **Individual needs**

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

### **Curriculum Planning**

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

### **Instruction and Working Memory**

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

We understand it is important to consider the communication supports and strategies a child currently needs and how these can be utilised to help get the most out of discussion-based learning. The PSHE curriculum is values led and we recognise all the contributions from all learners. We understand it is vital in PSHE to ensure all children are represented and heard. Their voice matters. As with all areas of the curriculum we will adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous.

### **Vocabulary**

At Bradwell Village School opportunities for the development of relevant vocabulary and phrases for PSHE and RSE are provided during a range of activities and using a variety of resources – both textual and online. There is also discussion about the content of these texts and online resources which enrich and develop the children's understanding of the PSHE and RSE knowledge and concepts. The children have opportunities to discuss the meanings of words, the identification of similar words and connections between words.

### **Remote learning**

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

### **Developing staff's knowledge and understanding of PSHE and RSE**

To enable the staff to deliver an effective curriculum for PSHE and RSE staff discussions took place and parents/carers were asked for their comments on the draft curriculum. The subject leader provides the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for subject leaders to lead sessions to develop class teachers' understanding of the PSHE and RE topics planned for the term.

### **Working with parents**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex Education policy. We have an open-door policy for any parents/carers who wish to find out more about our PSHE provision. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE and RSE policy and PSHE and RSE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher in the first instance to discuss any aspect of the PSHE and RSE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are only entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all pupils receive the full PSHE and RSE curriculum.

### **Assessment and Impact**

Formative and summative methods of assessment are used in PSHE and RSE. Children review their successes in achieving the lesson objectives at the end of every session. Summative assessments use the outcomes of work which are regularly monitored to ensure the individual child has a sound understanding of the key identified knowledge. Class teachers assess children's knowledge and understanding of PSHE and RSE prior to recording them on Insight. This data is then analysed and used to plan further actions to improve the provision of PSHE and RSE for all children.

### **Monitoring**

This policy is monitored through:

- lesson observations;
- learning walks;
- pupil voice;
- work scrutiny;
- the monitoring of planning;
- progress data.



## Appendix

### Jigsaw charter



We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or being positive

We respect each other's privacy