



**Wrightington
Mossy Lea
Primary School**



ST. GEORGE'S
Church of England
Primary School



From tiny acorns, mighty oaks grow

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PSHE including Relationships Education and Health Education Policy

Adopted by the Governing Body

Date of Next Review January 2024
(not more than 12 months from the publication date)

This document is available via the school website or from the school office on request.



"Be determined and confident as God will be with you", inspiring you to "learn, care and share through work, play and prayer". Deuteronomy 31:6



YSTA
YARROW SCHOOLS TEACHING ALLIANCE

**Operation
Encompass**

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Intent

What are the schools mission statement?

All that we believe at St George's, including our vision for PSHE including Relationships and Health Education, is underpinned by our mission statement of *"Be determined and confident as God will be with you", inspiring us to learn, care and share, through work, play and prayer'.*

At Mossy Lea our School's mission statement is, "From Tiny Acorns mighty Oaks grow!"

Parents, teachers and governors will work together to achieve these missions in a caring and supportive Christian environment. Our work is based on good solid Christian, and British values. These are: Compassion, Acceptance, Forgiveness, Honesty, Achieving and Persevering, Self-Control, Good Manners and Being Calm and Peaceful.

What is the schools' vision for the subject?

At both schools we believe that PSHE including Relationships and Health Education is a vital part of a child's education if pupils are to grow up determined, confident, happy and safe.

Both schools respects each child as a unique being, a child of God, loved and accepted in an ethos that encourages and celebrates difference. We endeavour to provide opportunities for holistic academic and personal development with a life and moral code based on Christian values and teaching.

We enable our children to support and respect others beliefs and backgrounds knowing we are all children of God and created in his image. We help our children to develop a good knowledge and understanding of keeping safe in the wider world and protecting themselves from potential harm. We aim for all our children to make a positive contribution to the community and wider society.

We believe that to embrace the challenges of creating a happy and successful childhood and then maturing into adult life, pupils need knowledge and understanding that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We aim for our pupils to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and more complex contexts within life. Everyone faces difficult

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situations in their lives and our Relationships and Health Education teaching supports pupils to develop resilience, to know how and when to ask for help, and to how to ask and find age-appropriate support. As a school we aim to prepare pupils for the opportunities, responsibilities and experiences as they grow up and eventually mature into adult life, whilst also promoting their the spiritual, moral, social, cultural, mental and physical development. We aim to teach from our Relationship and Health Education curriculum, using sensitive, sufficient, well-chosen and appropriate opportunities and contexts for pupils to embed new knowledge so that children can use it confidently in real life situations.

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- **Science curriculum**
- **Computing**
- **Circle times**
- **Worship and Assemblies**
- **Stories**
- **PE in the context of health and hygiene**
- **Educational visits, and visitors to school, for example the Life Education Van.**

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships, Sex and Health education (RSHE) at our schools are to:

- **Provide a consistent standard of relations, sex and health education across the school**
- **Help pupils develop feelings of self-respect, confidence and empathy**
- **Promote responsible behaviour**
- **Create a positive culture of communication around issues of relationships**
- **Teach pupils the correct vocabulary to describe themselves and their bodies**
- **Provide a framework in which sensitive discussions can take place**

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- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

How was the curriculum for the subject designed? (including statutory requirements)

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...

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"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

Should you like to see the guidance from the government please visit:

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

At St George's, we also undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education and health education (RHE). The Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents is also followed by the school. These principles are also considered at Mossy Lea.

At both schools the school's Safeguarding and Child Protection policy is consistently adhered to, put into practice and is a further framework that allows our pupils to have high levels of safety and welfare. Our Safeguarding and Child Protection policy can be found on the school website.

Clarification of RSE and PSHE

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

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This new guidance does not cover everything needed for a comprehensive PSHE curriculum though. Vital elements such as the rights of the child, caring for the environment, economic education, and parts of British Values and SMSC (spiritual, moral, social and cultural development) are not included. These are elements that have previously been covered through our PSHE programme and are still considered an important component when developing the personal, social, emotional wellbeing and development of children and help prepare them for their future lives.

We have identified a comprehensive scheme (outlined later in this policy) which we will be delivering across the school which provides a rich thorough curriculum, covering relevant PSHE objectives taken from the previous PSHE Association's Programmes of Study's Learning Opportunities for Key Stages 1 and 2, whilst also delivering the statutory RSE requirements.

Lessons within school will still be referred to under the all-encompassing heading of PSHE.

Relationships Education.

The focus is 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. This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the age-appropriate concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact, is also taught within the curriculum again, in an age-appropriate way. This teaching links extremely well with our vision, ethos and values which permeates all that we do as a school.

Children are taught about the features of healthy friendships, family relationships and other relationships which school children are likely to encounter. The aim is for children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help children to recognise any less positive relationships when they encounter them. Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

When teaching about relationships content, age-appropriate online safety and appropriate behaviour is taught in a way that is relevant to children's lives.

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Children are taught the age-appropriate knowledge they need to recognise and to report abuse. Children are taught how to report concerns and seek advice when they suspect or know that something is wrong. There is always a balance when teaching children about making sensible decisions to stay safe, including online, whilst being clear it is never the fault of a child who is abused. This essential teaching complements Health Education and strongly supports and links to the safeguarding of pupils.

Physical and Mental Health Education.

We aim to teach children about age-appropriate physical health and mental wellbeing in order to give them the information that they need to make good decisions about their own health and wellbeing. We believe that physical health and mental wellbeing are interlinked, and it is important that children understand that good physical health contributes to good mental wellbeing and vice versa. We aim to promote children's self-control and ability to self-regulate, alongside strategies for doing so. This will enable children to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing will then have a positive impact on behaviour and attainment.

We promote strong relationships and living values that provide and encourage an atmosphere of openness. Children feel safe and know that they can speak to any member of staff should they need any help or advice. We also plan and provide very effective one-to-one and small group emotional wellbeing sessions for pupils and these are led by the school's counsellor, overseen by the school's SENCOs.

Children are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and given the language and knowledge to understand the normal range of emotions that everyone experiences. This then enables children 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. Children are taught about the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene and prevention of health and wellbeing problems.

Children learn about the benefits of hobbies, interests and participation in their own communities. Children are taught to take opportunities to consider the needs of and to serve others with an understanding that these are beneficial for health and wellbeing.

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We also teach children about the benefits of rationing time spent online and the risks of excessive use of electronic devices as well as age-appropriate E-safety and awareness.

Sex Education

Whilst it is not statutory to cover the Sex Education content of the RSE curriculum until secondary school, we teach about sexual intercourse in the context of learning about how a baby is made and develop pupils' understanding of pregnancy and how the baby develops and is born. This is taught in Y6 by the class teacher with help from support staff. In addition, the statutory science curriculum 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. The content of the science curriculum is statutory with the content organised according to key stage and detailed further in our curriculum progression for science.

Subject content and the implementation of Relationship and Health Education.

Our RSE curriculum is embedded within our PSHE curriculum and is set out in the curriculum overview (long-term plan), however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children 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.

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- 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

Children 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 physically or verbally aggressive behaviour 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

Children 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

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- 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

Children 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 and others.
- 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 e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

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In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

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The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons - please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE Subject Leader.

For more information about our curriculum, see our curriculum map

As a school we follow the Coram Life Education 'Scarf' schemes of work and lesson plans. These schemes of work and lesson plans are organised around the Personal Social Health Education (PSHE) Association's Programmes of Study Learning Opportunities as well as the DfE's Relationships Education and Health Education statutory guidance. They are also in-line with the Church of England Charter for faith, sensitive and inclusive relationships education and health education.

Click here to view the Coram Life Education website.

<https://www.coramlifeeducation.org.uk/>

RSE will usually be delivered by the class teacher or one of our cover supervisors, in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. These lessons are taught discretely as well as throughout

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the school day as different situations or issues arise or during collective worship/assembly times.

Class teachers make choices about ways of working, as appropriate to their own classes and will adapt teaching styles, resources and plans accordingly. As within every subject, staff will be sensitive to children's cultural backgrounds, learning needs and where necessary or appropriate, liaise with parents and other members of staff within the classroom to ensure the curriculum content is accessible and appropriate for all children within the class.

The school has adapted and follows 'SCARFS' suggested half termly units, as these have been carefully coordinated to ensure that there is thorough coverage of the required objectives. The curriculum is a 'spiral' curriculum which means that there are foundation blocks developed through year groups, resulting in the end outcome of the statutory requirements being achieved comprehensively by the end of primary school, whilst also delivering a comprehensive, full PSHE programme.

We believe that staff and pupils have respectful and trusting relationships with each other, which we feel promotes effective RSE + PSHE teaching within our school. This is partly achieved by ensuring there are a set of ground rules, before embarking on the lessons, to ensure a safe environment for both adults and pupils is established. Pupils are encouraged to discuss and question and where necessary distancing techniques are used to avoid embarrassment and maintain privacy. Pupils are encouraged to reflect on their learning and following sessions, a question box is often provided so that pupils may maintain anonymity with questioning.

Visitors may be invited into school to support this work because of their particular expertise or contribution they are able to make; all visitors are familiar with and understand the school's RSE policy and work within it. They are supervised/supported by a member of staff at all times and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Please see **Curriculum Overview** for the details of the age-appropriate teaching content for Relationship and Health Education for each year group. As a school we are confident that each of the different teaching areas and content are appropriate for each year group. We, do however, regularly review the content of the different teaching areas to ensure that they continue to be appropriate for our pupils.

How is our curriculum aspirational for all pupils including those with SEND and more able?

It is not our 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

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achievement and contribute to it. Lesson plan content will be adapted, and support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plan.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes. Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

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

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

Where can the long term, and/or medium-term plan be found?

An overview of PSHE/RSE across the schools can be found in the PSHE/RSE Subject Leadership folder in Dropbox. Long term planning for PSHE/RSE can be found on each class' Curriculum Map and medium/short term planning will be found alongside individual teacher's planning for a particular half term.

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Implement

How is the subject implemented in the Early Years Foundation Stage?

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This policy demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

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Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none">• Starting to eat independently and learning how to use a knife and fork.• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Show interest in different occupations.• Continue to develop positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none">• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.• Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.

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	Physical Development	<ul style="list-style-type: none">• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian• Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none">- lining up and queuing- mealtimes- personal hygiene
	Understanding the World	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none">• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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		Managing Self	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.

In the Early Years Foundation Stage, PSHE including Relationships and Health Education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Children follow the SCARF programme. The nature of the SCARF resources and activities means that children will have an opportunity to develop all of the Prime Areas of the EYFS. Children will naturally engage in speaking and listening activities and in activities that promote personal and social development. The curriculum overview shows any explicit links that can be made to the curriculum.

What professional development is offered to staff in relation to the subject?

The Team at Coram Life Education are booked in annually to work with every year group and teacher in school. The schools community is excited to receive a visit from the Life Education Van. Staff observe expert practitioners teaching the children about the importance of making positive health choices, the value of friendships and the role these may play in decision-making. They look at both legal and illegal drugs, (including smoking and alcohol) in age-appropriate and memorable workshops that stay with children throughout their crucial teenage years, aiming to give children the knowledge, skills and resilience to make their own informed health choices.

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In addition, the Team at Coram Life Education will deliver a staff meeting annually. They will tailor the staff meetings to meet the need of the school. For example, they deliver sessions on understanding and implementing the new DfE statutory requirements. Most recently, they showed staff how to make the most of the scarf online resources.

What resources are used to support the planning of the subject? (schemes of work etc)

We use SCARF, a comprehensive scheme of work for PSHE and Wellbeing Education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE/RSE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including observing specialist teachers, regularly CPD, guidance documents and teacher training films. Any teacher wanting further support is encouraged to contact the PSHE/RSE subject lead in the first instance to discuss their training needs.

Class teachers follow the six half termly units for each class. Lessons can be a weekly or be cross curricular. Staff can also teach units flexibly in response to the needs of pupils at a particular time.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

How is learning sequenced to build on prior learning and prepare children for the next stage in their education?

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SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

A spiral curriculum is especially important in PSHE/RSE. It ensures that the topics are taught in a logical order which takes into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils of staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The LSIP can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.

What resources are available to support the implementation of the subject?

The school subscribes annually to the award-winning online SCARF PSHE resources that meet the DfE requirements for statutory Relationships and Health Education. SCARF equips teachers with the resources, lesson plans, assembly ideas, planning and assessment tools to support children's holistic development from Nursery to Year 6.

How are parents involved in the subject?

Consultation with Parents

We understand the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. We work closely with parents by establishing open communication - all parents are consulted in the development and delivery of the curriculum,

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.
- The school aims to build positive relationships with parents by inviting them into school or a planned zoom meeting to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

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Parents will be informed termly at parent meetings and through the school website about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher and PSHE/RSE Subject Leader. In addition, parents will be consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

Parental concerns and withdrawal of students

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

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

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

We will show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

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Impact

How is progression helping children to acquire new skills and know and remember their learning?

We have a clear and comprehensive programme of study for PSHE/RSE - SCARF. This is a high-quality, inspiring curriculum with excellent enrichment experiences to enable pupils to develop essential life skills. It is designed to be taught in thematic units with a spiral approach, ensuring themes can be revisited and pupils can recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of their education. All lessons include supporting materials, including building a rich bank of vocabulary.

We aim to deliver our PSHE/RSE curriculum in a creative way by using strategies such as role play, music, singing, discussion, debate, games, etc. These strategies enable pupils to build upon learning behaviours such as confidence, resilience, curiosity, and responsibility.

What are pupil attitudes to this subject, how are they gathered and how does pupil voice influence subject development and improvement?

To ensure that the Relationships Education programme meets the needs of pupils, the PSHE subject leader involves pupils in reviewing and evaluating the programme each year.

The PSHE subject leader also gathers feedback from teachers about pupils' engagement in the curriculum.

How do children record their learning?

Teachers and children are encouraged to use a variety of methods to record and evidence learning in PSHE/RSE. Floor books are a new way of recording work which may not be necessary for every child to have in their own book, for example a group task or differentiated activity. Similarly, the floor book should be used to show a variety of learning tasks and for a wider picture of the subject over the course of the year. Seesaw can also be used to record children's work and to set learning tasks. Any work recorded in this way should have a twofold learning objective and be placed in the PSHE folder.

How is feedback given to children?

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Teachers assess children's work during lessons by making informal judgements. When completed, the teacher will assess it and this will then inform future planning and learning. In line with the school's marking policy, written or verbal feedback is given to the child to help support their understanding and progress. If a child is given verbal feedback during a lesson, detailed marking is not necessary.

How and when is the subject assessed?

Assessment and evaluation of PSHE including Relationships and Health is conducted using a variety of activities which are built into the RSE programme of study. This can include peer assessment and self-assessment alongside the class teacher using age specific descriptors (produced by SCARF) to make a professional judgement on a children's attainment. This is recorded half termly at the end of a unit and is monitored by the subject leader.

Teachers delivering Relationships and Sex Education (RSE) and Health Education, constantly evaluate their lessons in line with the Marking Policy and use observations to inform future assessment and future planning. SCARF lesson plans are used throughout the school, however a teacher can use their professional discretion to make adaptations where necessary to suit the needs of their particular cohort. Any formal recording of work that children complete will be kept in their individual PSHE exercise book or will be included within the class PSHE Floor book, Seesaw and class displays.

Reception (EYFS) will also have assessment judgements made in order to complete their 'Early Years Profile'. This will involve judging whether they have achieved the Early Learning Goals. Assessment of the Early Learning Goals is ongoing throughout the year and uses a combination of elements such as observational evidence from home and school, verbal evidence and completed practical and paper-based activities.

How do assessments impact future learning?

Teachers use each lesson's assessment to adapt the planning for the next lesson in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners. This method of assessing also supports the planning for the next half term for differentiation purposes. It is also made available for the next teacher at the end of the year. This enables the next teacher to implement strategies to support children working below year group expectations and provide adequate challenge for those working at year group expectations and at greater depth.

How and when is the curriculum map reviewed?

This policy has been developed in consultations with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

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1. Review - a working party gathered and reviewed all relevant information including relevant national, diocesan and local guidance.
2. Staff Consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Governor Consultation - the Governor Curriculum Committee were given the opportunity to look at the policy and make recommendations.
4. Pupil Consultation - pupils were asked to consider what they would feel is important in learning about friendships and relationships.
5. Parent Consultation - parents and any interested parties were invited to attend a meeting about the policy.
6. Ratification - once amendments were made, the policy was shared with the Governing Body and ratified.

The PSHE/RSE Lead, in discussion with the staff, the headteacher and the Governing Body will review the policy every year, and also in the light of any related issues that may occur, such as new findings arising from educational research, local or national guidance.

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