

Woodmancote School and Little Chestnuts

PSHE and RHE Policy

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| Designated Member of Staff | PSHE Subject Lead |
| Committee with responsibility | Curriculum & Standards Committee |
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| Next Review | November 2025 |

| Issue Number | Issue Date | Summary of Changes |
|--------------|--------------|--------------------|
| 1 | January 2016 | New policy |
| 2 | May 2017 | Review |
| 3 | March 2018 | Review - K Baxter |
| 4 | March 2021 | Review - K Workman |
| 5 | October 2022 | Review - K Workman |

| | BELONG | ASPIRE | ACHIEVE |
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| Intent | <p>A curriculum that enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially. 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. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.</p> <p>A curriculum that is driven by real experiences that children enjoy A curriculum that reflect the needs of our pupils.</p> <p>A curriculum that creates, sympathetic, tolerant, open minded pupils who</p> | <p>A curriculum that opens children`s eyes for their futures and prepares them for life in modern Britain.</p> <p>Our curriculum helps pupils by:</p> <ul style="list-style-type: none"> • making sense of the world around them • preparing children for adulthood through building resilience and conflict resolution • encouraging mutual tolerance through challenging children to be increasingly respectful and to celebrate diversity. <p>A curriculum that tackles many of the moral, social and cultural issues that are part of growing up.</p> <ul style="list-style-type: none"> • Considering questions about identity, belonging and diversity | <p>A curriculum that encourages achievement and promotes good outcomes for pupils. A curriculum that enables children to thrive and develop their talents.</p> <p>We expect teachers to use a 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 content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: ie, drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and</p> |

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| <p>belong in a global community Pupils learn to articulate clearly.</p> | <ul style="list-style-type: none"> • Learning about democracy and shared responsibility • Exploring the Rule of Law - examining examples of codes for human life. • Appreciating how people choose between good and evil and right and wrong. • Exploring the concept of fairness <p>If there is an event of major significance the school will respond in an age appropriate and sensitive way, reinforcing tolerance, diversity and a respect for the beliefs of others.</p> <p>A curriculum that give pupils practical experience of handling money, helping to foster a savings habit and other good financial habits from an early age.</p> <p>At Woodmancote School we have a savings club which provides an environment whereby pupils are offered the chance to deposit and withdraw small amounts of money on a regular basis, usually in partnership with a local credit union (or community bank).</p> | <p>diet for a healthy lifestyle. The lessons are taught using a wide variety of resources and activities, including art, drama and informal discussion.</p> <p>In Year One and Year Five we teach a unit called Keeping Myself Safe. This is part of our protective behaviours programme.</p> <p>At Woodmancote School we have a savings club which provides an environment whereby pupils are offered the chance to deposit and withdraw small amounts of money on a regular basis, usually in partnership with a local credit union (or community bank).</p> |
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| <p>Implementation and Pedagogy</p> | <ul style="list-style-type: none"> • PSHE will be taught with a combination of strategies: teacher modelling, questioning, teacher instruction, modelling of skills and techniques. • There will be a mix of individual, paired and group activities. • Teachers will provide opportunities for children to make real decisions about their lives, to take part in activities where they can demonstrate their ability to take responsibility for their decisions. • Teachers will provide relevant and realistic information, which reinforces • positive social norms. • Children will be introduced to the key vocabulary relating to the PSHE so that |
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- they can express their views, opinions, likes, dislikes, and talk about emotions confidently.
- All Year groups teach PSHE/RHE through the Jigsaw Scheme. There are six units (Puzzles). Each term there is a launch assembly for the whole school, followed by six weekly lessons per term. All year groups have the same Puzzle with age related content.
- Alongside this, teachers draw on resources to support the children's learning to meet the individual needs of their cohort, and to enhance provision. This may be from Children's Mental Health Week, Anti-Bullying Week, Black History Month, SEAL, NSPCC, GHLL, Skill Zone Gloucester, Winston's Wish, Stonewall, Coram Life Education, Life Skills money, First4Adoption, and CBeebies.
- At Woodmancote we participate in the Online Pupil Survey and the results of this can influence the way a teacher modifies provision to meet changing needs, thus providing a bespoke curriculum.

Relationship and Health Education

Introduction:

This policy has been written in consultation with the Staff at Woodmancote School, the PSHE Education Co-ordinators, advisors from the GHLL, and parents. (May 2021)

The policy has been disseminated to all staff and governors by email and is available on the school server and school website.

An overview of the policy will also be shared with parents and guardians.

Rationale:

What is RHE?

Relationships and Health education (RHE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

Relationship and Health Education gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in Science, some in Computing and others are taught as part of personal, social, health and economic education (PSHE).

What is the aim of RHE?

Children are growing up in an increasingly complex world, and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Relationships, Sex and Health Education was compulsory from September 2020 (although the Government allowed this to be delayed until Summer 2021 due to Covid) for all primary schools in England.

At Woodmancote Primary School, our aim is to ensure that in this environment, children and young people know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The aim of RHE is to provide balanced factual information.

Equal Opportunities:

Woodmancote School strongly believes that all pupils should have access to Health and Relationship Education that is relevant to their particular needs. All pupils are entitled to receive relationship education, and parents do not have the right to withdraw their child from Health and Relationship Education. We intend our policy to be inclusive and sensitive to the needs of all pupils regardless of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief. This policy is designed to outline the purpose and content of HARE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach HARE sensitively and inclusively, with respect to the

backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions.

- Both boys and girls will be provided with appropriate teaching including, when necessary an opportunity to be taught in single sex groups to provide a 'safe and comfortable' environment to enable questioning and discussion.
- When teaching, staff will be mindful of respecting children's individual backgrounds.
- The school will support children with special educational needs appropriately in line with their normal policy.
- For some young people where it is not culturally appropriate for them to be taught particular aspects of RHE in mixed groups, we will respond accordingly.

A Whole School Approach:

At Woodmancote Primary School we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We believe that the class teacher is the best person to teach this subject, with support from non-teaching staff who already have a good relationship with these children. We will at times and when appropriate, have outside agencies visiting. Pupils at Woodmancote will have a voice and involvement in the RHE provision through pupil conferencing and questionnaires.

The Teaching of Relationship and Health Education

When teaching RHE lessons, all teachers follow the Jigsaw programme which is outlined below.

Reception-Growing up; how we have changed since we were babies

Year 1-Girls' and Boys' bodies; Body parts

Year 2 Girls' and Boys' bodies; Body parts and respecting privacy (which parts of the body are private and why this is)

Year 3-How babies grow and how boys' and girls' bodies change as they grow older

Year 4-Internal and external reproductive body parts, body changes in girls and menstruation

Year 5-Puberty for boys and girls, and conception

Year 6-Puberty for boys and girls and understanding conception to birth of a baby.

By the end of primary school pupils will have learnt:

(Families and people who care for me)

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

(Caring friendships)

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

(Respectful relationships)

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

(Online relationships)

- 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)

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

(Mental wellbeing)

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.⁵
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

(Internet safety and harm)

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

(Physical health and fitness)

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

(Healthy eating)

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

(Drugs, alcohol and tobacco)

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

(Health and prevention)

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

(Basic first aid)

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

(Changing adolescent body)

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

RHE is taught for the most part through the Jigsaw scheme. Teachers also draw on other resources depending on the needs of the cohort, the response to the Online Pupil Survey, significant events such as Children's Mental Health Week, Anti-Bullying Week, and other events through the year. Most classes will be taught by the class teacher, in mixed sex classes, but with the flexibility to split into single sex groups and/or draw on the expertise of other adults if the need arises.

Confidentiality:

Refer to the school's Safeguarding Policy. This should be adhered to **at all times.**

Monitoring and Reviewing:

Monitoring will be carried out by the SLT and PSHE co-ordinators through lesson observations, pupil conferencing, pupil voice and staff voice.

Reviewing of the policy will be done by the PSHE coordinators, following discussion with teachers and pupils about the implementation through the year, building on successes and addressing difficulties. Resources need to be monitored and evaluated and updated as appropriate. The policy will then be reviewed at the end of the academic year.

First Aid

Since 2020, all state-funded schools in England are required to teach first aid as part of health education.

Woodmancote School has a programme for teachers to cover in every year of KS2 planned with the support of the DFE guidelines, GHLL materials, and materials from St John's Ambulance.

Impact

- Children will know more and remember more about PSHE.
- Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school - attendance will be at least in-line with national and behaviour will be good.
- The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects
- Children will demonstrate resilience and will deal with conflict in a sensitive and fair way.

Appendices

Appendix A

Safeguarding: We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.'

Equal opportunities

'At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.'

Appendix B

SEND Provision

Teaching PSHE to children with Special Education Needs (Inclusion)

PSHE positively supports the school's policy for inclusion. Teachers ensure that PSHE activities provide opportunities for all pupils to excel. Where appropriate we ensure that children are supported and work differentiated appropriately. This also enables all pupils to consider who, how and why people are excluded in wider society.

Teaching PSHE to children who are deemed to be Gifted and Talented

Children who are deemed to be Gifted and Talented will be supported to ask further questions to deepen their thinking and be encouraged to teach others to facilitate their own learning. Furthermore, should the session allow for it, children will be given additional resources and activities to challenge them further.

Appendix C

Health and Safety

PSHE sessions take place in a range of settings across the school environment in accordance with the school's Health and Safety Policy.

Appendix D

Monitoring and Reviewing:

Monitoring will be carried out by the SLT and PSHE co-ordinators through lesson observations, pupil conferencing, monitoring planning for progression and coverage, and feedback from teachers.

Reviewing of the policy will be done by the PSHE coordinator, following discussion with teachers and pupils about the implementation through the year, building on successes and addressing difficulties. Resources need to be monitored and evaluated and updated as appropriate. The policy will then be reviewed every three years.

Assessment and Recording

Teachers are to assess and record as they deem appropriate. Teacher Assessment levels are recorded on Insight Tracking as per school policy. Where written work is completed, teachers will mark in line with the schools marking and feedback policies. Activities and photographs can be recorded on Padlet as evidence of coverage.

Appendix E

Resources

Jigsaw

PSHE Overview 2020

Pink Curriculum

GHLL

NSPCC

Winstones Wish

SEAL

Stonewall

CBeebies

First4Adoption

Children's Mental Health Handbook - Belinda Heaven

Financial Education Resources

Lifesavers@jff.org.uk

[How to do CPR on an adult | St John Ambulance \(sja.org.uk\)](https://www.sja.org.uk/how-to-do-cpr-on-an-adult)

<https://www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/how-to-do-the-recovery-position-child/>

