# Westcliff Primary Academy
# Policy for PSHE and Relationship, Sex and Health Education (RSE)

**Intent**

We believe that Personal, Social and Health Education (PSHE) and Relationship and Health Education (RSE) is important for our school and pupils because the knowledge and experiences gained will support the children's wellbeing and attainment, and help our young people to become 'successful and happy adults who make a meaningful contribution to society.'

We aim to give the children in our care at Westcliff the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

At Westcliff, the effective teaching of RSE and PSHE will:

- make a significant contribution to the development of the personal skills needed by our children if they are to establish and maintain relationships
- enable our children to make responsible and informed decisions about their health and well-being
- provide the children with learning opportunities that will provide life-long lessons for their future.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 a PSHE curriculum:

- Promotes the spiritual, moral, cultural and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In our school we choose to deliver PSHE (including S&R Education) through the 1Decision Programme of Study which meets all the outcomes in the PSHE Association Programme of Study 2020 and meets the requirements set out by DfE Guidance on Sex and Relationships Education.

**What does this look like for a child in our school - Implementation?**

At Westcliff Primary all children from Early Years to Year 6 will be involved in a PSHE lesson once a week. We emphasise active learning by including the children in discussions, investigations and problem solving activities, and through the use of IT. In addition, outside the classroom we encourage the children to take part in a range of tasks that promote active citizenship (for example charity fundraising), the planning of special school events (e.g. class assemblies) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers such as health workers or police who we invite into school to talk about their role in creating a positive and supportive local community.

We also have access to Picture News, which provides resources of recent events to allow for discussion. Children have access to this during a class assembly each week (British Values Assembly).

**Our Curriculum**

Our curriculum is split into topics which are revisited each year. Each topic promotes discussion within the classroom and contains a dramatised video based on the particular learning outcomes for that topic. These videos allow the children to consider and apply their knowledge to a situation where a choice becomes apparent. The children then see the outcome of the choice they made and the outcome of the choice they avoided to support their understanding of real life situations. Further discussions around these excellent resources deepen the children's knowledge, skills and understanding.

Before the end of Year 6 we aim to:

- Provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Support the children in reflecting on their experiences and understanding how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Support the children in understanding and respecting our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

| Term | Topic | Content |
|---|---|---|
| Autumn | Feelings and Emotions | Jealousy, worry, anger, grief, anger and adults and children's views. |
| | Being Responsible | Water spillage, practice makes perfect, helping something in need, stealing, coming home on time, looking out for others, adults and children's views and stealing. |
| | Computer Safety | Online bullying, image sharing, computer safety documentary, making friends online and adults and children's views. |
| Spring | Our World (5-8) | Growing in our world, living in our world, working in our world and looking after our world. |
| | The Working World (8-11) | Chores at home, enterprise, adults and children's views and in-app purchases. |
| | Hazard Watch (5-8) | Items that are safe or unsafe to play with, name potential dangers, food and drinks that are safe or unsafe and name dangers that could affect others. |
| | A world without judgement (8-11) | Breaking down barriers, inclusion and acceptance, adults and children's views and british values |
| | Fire Safety (5-8) | Hoax calling, petty arson, Enya and Deedee visit the fire station and texting whilst driving. |
| | First Aid (8-11) | Understanding what first aid is, the recovery position and |

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| | | CPR and how to support people in different situations. |
| Summer | Keeping and Staying Safe | Road safety, tying shoelaces, staying safe, learning out of windows, cycle safety, peer pressure, adults and children's views and water safety. |
| | Keeping and Staying Healthy | Washing hands, healthy eating, brushing teeth, medicine, healthy living, smoking, adults and children's views and alcohol. |
| | Relationships | Friendship, bullying, body language, touch, appropriate touch, puberty, adults and children's views and conception. |

**Roles and responsibilities**

RHE will be delivered by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, suitably experienced visitors from outside school will be invited to contribute to the delivery of RHE in School. This will enhance delivery of RHE by bringing in specialist knowledge and different ways of engaging with our children.

We view the partnership of home and school vital in providing positive RHE. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Westcliff we feel child voice is extremely important. We have a Mini-SLT who meet fortnightly to discuss ongoing issues in the school. A permanent agenda item is 'Keeping Healthy' and 'Staying Safe'. The Resilience Committee also play an important role in ensuring that pupil voice is represented, specifically looking at Mental Health and Wellbeing.

**The right of withdrawal**

In primary education from September 2020, the DfE outlines:

- Parents **will not** be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents **will** be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education).

Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RHE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RHE programme or who wish to deliver RHE to their children at home.

**Monitoring, reporting and evaluating - Impact**

Teachers are eager to ensure children are making progress with their learning throughout their 1Decision experience. Therefore each topic has a built-in baseline assessment task which is then revisited and updated

at the end of the topic.  This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions.  The children have their own PSHE journal which they start in year 1 and is used up to the end of year 3 before receiving a new journal in year 4 to be used up to the end of year 6.

We also evidence enrichment activities in a whole school floor book ('The Pink Book'). This will evidence Mini-SLT events, outside visitors coming in, class trips out etc.

The headteacher and RHE/PSHE lead will monitor the standards of achievement and progress, and the quality of teaching within the subject. Monitoring will take place regularly as part of the curriculum cycle in order to ensure coverage and progress of children.

**PSHE/RHE policy review**

This policy will be reviewed on a 3 year cycle. It will next be reviewed in September 2027.
PSHE/RHE lead: Jemma Plant, September 2024

**Understanding Relationships and Health Education in your child's primary school: a guide for parents:**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf