



Rosemellin Primary School Policy

Reviewed

May 2022

WHAT IS PSHE?

PSHE is Personal, Social and Health Education.

It looks, for example, at the people who care for us, families and what they might look like, friendships (both face to face and digital), respecting others, keeping ourselves safe in the world, digitally and online. It talks about growing up, learning, money and the world of work.

PSHE looks at how we help each other and how we can support the community. It looks at communication, who we talk to and what we share with others and how spending time with friends and family is important. PSHE talks about emotions like anxiety and happiness, dealing with loss, puberty and menstruation, healthy eating and exercise, mindfulness and relaxation, medicines and drugs and keeping ourselves safe.

WHAT DO SCHOOLS HAVE TO TEACH?

From September 2020 the Department for Education says that all primary schools must teach their pupils:
Relationships Education
and
Health Education

(Sex Education is not compulsory BUT puberty, naming external body parts, human development from birth to old age and reproduction in animals must be taught to all pupils because it is part of the Science National Curriculum in primary schools.

Many schools choose to teach Sex Education because it supports pupils ongoing emotional and physical development as they transition to secondary school. The Department for Education recommends that 'all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils.' It should prepare boys and girls for the changes that adolescence brings'.)

OUR SCHOOL

This policy is a working document and as such also reflects the aims and priorities of our School Development Plan to develop the wider curriculum. 'To ensure leaders and teachers coherently plan and sequence lessons to deepen children's knowledge across the curriculum.'

One objective states that 'the new curriculum for PSHE is taught and contributes positively to the school's curriculum for recovery.' Our success criteria illustrate that, in addition to meeting all statutory requirements, we want to ensure that our children are resilient, resourceful, reflective, and are enabled to recover and thrive. We want them to possess a high sense of self-worth, be articulate and confident to share opinions and offer solutions.

'LIFEWISE' is our new school spiral curriculum, based on the end of Primary Stage goals set out in the Government document DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019:

Relationships Education

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.

- Online relationships.
- Being Safe.

Physical Health and Mental Wellbeing

- Mental Wellbeing
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body.

The Sequencing Document identifies both the statutory content (what 'Pupils should know') and when it is taught. It explicitly shows:

* what teachers **intend** pupils to know by the end of the lesson

* how the topics are **implemented** in the curriculum to achieve the End of Primary Stage goals.

The curriculum identifies assessment opportunities, further discussion, extension activities and celebration of pupil achievement to show the regular and ongoing **impact** of PSHE.

HOW THE LIFEWISE CURRICULUM SEQUENCES LEARNING:

Learning objectives in the lesson plans are introduced, developed, revised and consolidated throughout KS1 and KS2 to meet the End of Primary Key Stage Goals set out in the Government document DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019. They relate to both the statutory and non-statutory recommendations from this document.

Learning objectives reference National Curriculum subjects where applicable. In KS1 learning objectives focus on areas within the pupil's own personal experience. In KS2 learning objectives build on prior learning. They further develop pupils' understanding of personal experiences, helping them to apply this learning to situations in every-day life, the wider world and their future health and well-being.

Skills and knowledge are introduced, assessed, revisited and consolidated throughout the year groups.

EYFS

We teach PSHE to all our children. The Early Years Foundation Stage have their own statutory framework, and Personal, Social and Emotional Development is a Prime Area. (Additional LifeWise units specifically for the EYFS are currently being developed.)

SEND

Our teachers provide learning opportunities matched to the individual needs of our children. We ensure the curriculum is fully accessible and that all Learning Plans are followed. Teaching is differentiated where appropriate and may include revisiting earlier topics in advance, for example with a TA individually or in small groups.

MONITORING AND EVALUATION

Lesson plans indicate knowledge expectations prior to teaching new learning objectives, allowing for assessment, revision, consolidation and development of previous knowledge and skills.

Teachers are responsible for ensuring the ongoing planning and assessment of individual lessons and ensuring they are meeting the needs of the children in their class.

The PSHE subject leader is responsible for monitoring the coverage and progression of the PSHE curriculum throughout the school.

An annual action plan identifies key priorities.

During this next academic year we will work closely with colleagues in related curriculum areas to ensure Relationships Education and Health Education programmes complement and do not duplicate content covered in national curriculum subjects.

Parental right to withdrawal from RSE

Parents have the right to withdraw their pupils from RSE that falls outside the National Curriculum Science Units. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

Reviewed by: S Bellamy

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Next Review: July 2022