

## **PSHE Policy**

This policy is drafted by the PSHE Subject Leader in consultation with the Senior leadership Team. Parents were consulted on the formation of this policy, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

### **Rationale**

We believe that promoting the health and wellbeing of our pupils is an important part of their overall education. We do this through our Personal, Social, Health and Emotional (PSHE) course. This looks at many topics including all kinds of relationships, physical/emotional health and the skills needed to live in the wider world. The aim of our PSHE course is to help pupils make safe and informed decisions during their school years and beyond. By the end of KS2, we aim for our children to have developed a wide range of skills in order to become a successful citizen. Our aims are stated below.

### **The Curriculum**

The PSHE curriculum is based upon SCARF programme of work (Safety, Caring, Achievement, Resilience and friendship). SCARF provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study recommended learning opportunities, therefore also covering elements such as the rights of the child, caring for the environment, economic education, and SMSC – including British Values – too. In addition to this, embedded within our curriculum is our drugs and alcohol elements of the curriculum. This covers illegal and legal drugs and deliberate and accidental possession.

Following the SCARF programme, the PSHE curriculum has been divided into six main themes. These are:

- Me and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

Our PSHE curriculum builds upon these themes each academic year to ensure that the topics are taught in an age appropriate manner and build upon prior learning. In order for children to understand that many of these areas interlink and support each other, the

programme of study has been adapted so that it taught in a continuous manner to support children to make links and apply the learning from previous PSHE lessons throughout their time at Woolton Hill. See PSHE Progression for our personalised programme of study. The learning opportunities for each session, demonstrate progression of both skills and knowledge supporting a coherent and continuous curriculum for our learners.

PSHE lessons are taught weekly across the Federation to allow class teachers to model the strategies and learning from the PSHE lessons, so that it can be applied to real life situations the children are experiencing. The majority of lessons are taught as a whole class, to support and encourage class discussions. For some aspects of the Relationships and Sex Education elements of PSHE, the classes or year groups are divided into single sex groupings. This is to allow children to feel comfortable within these sessions and take the opportunity to ask questions to clarify any misconceptions. For each learning opportunity, there are resources provided for the class teachers to use and adapt if needed.

A safe learning environment is created during our PSHE sessions to support the children to share their thoughts and feel confident to ask questions. This is created using a variety of techniques. At the beginning of each session, children are reminded of the class agreement and learning and behaviour expectations linked to our behaviour policy.

Staff are also provided with guidance on how to answer difficult questions and respond to disclosures. See our safeguarding policy for the procedure of responding to a disclosure. If during these sessions a pupil experiences difficulties pastoral support is provided. This may be through talking to a trusted adult in the setting or liaising with SENCO to see what extra support can be provided. Interventions we can provide include ELSA and Nurture.

We may invite guest speakers into school to talk on issues related to our PSHE and RSE curriculum. It may be the case that the subject under discussion is better coming from an expert or experienced health professional, who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

### Monitoring and Evaluating

Each class is provided with a PSHE subject book. This is used to record elements from each PSHE session. This could be class discussions, photos and children's individual work. After each lesson, the teacher will assess the classes understanding of a concept by using the RAG assessment format. This allows the teacher to reflect on progress and build in opportunities for this idea to be revisited if needed

The PSHE lead will liaise with the SLT to also monitor the effectiveness by completing pupil interviews, leading staff INSETS, providing CPD opportunities and supporting individual staff if needed. These approaches will allow evaluations to be made and changes to be implemented if needed to ensure our PSHE curriculum is effective and successful for our children and setting.

#### How the delivery of the content will be made accessible to all pupils

The PSHE and RSE curriculum is planned to take into account pupils' age, ability, cultural and individual backgrounds. Lessons are adapted if needed to enable all children to be successful and access the concepts of the lesson. PSHE and RSE lessons are vital for children's personal and social development and are not withdrawn from these sessions for academic interventions.

In line with our equality, diversity and inclusion policies, elements of the PSHE and RSE curriculum are tailored to meet individual needs. Where needed, the class teacher will liaise with the PSHE lead, curriculum lead, senior leadership team and parents to ensure LGBT, cultural, religious and family needs are supported. Our curriculum explores a range of cultures, relationships and family set ups to create diverse and inclusive culture for our learners. Class teachers will adapt lessons to ensure all pupils can access the content. This may be through the use of peel away groups, smaller focused groups, pre-teaching concepts or personalising the resources and learning tasks to support specific learning needs. The class teacher may liaise with the SENCO to seek advice for individual children.

#### Parental concerns and withdrawal

We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the federation where they feel it is needed.

The school aims to keep parents informed about all aspects of the PSHE and RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the federation will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from RSE. This excludes withdrawal from the elements on human growth, puberty and reproduction, which fall under the National Curriculum science.

Any parent wishing to withdraw their child from RSE should contact the Executive Headteacher who will arrange a meeting to discuss their concerns. RSE is a vital part of the curriculum and supports child development and we strongly urge parents to consider



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carefully their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Parents may also contact the school for support in providing appropriate RSE at home. Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the federation and follow its complaints policy.