

RAYNHAM
PRIMARY SCHOOL



RSHE (RSE & PSHE) Policy

Last reviewed on: September 2024

Next review due by: September 2025

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1. Aims

This policy informs the school's agreed approach to the Relationship and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) curriculum and sets out the intended outcomes for its provision.

At Raynham Primary School, we believe that PSHE education is an important and necessary part of the curriculum for our pupils. We teach Relationship Education as part of our PSHE curriculum. This is because it enables pupils to develop the knowledge, skills and attributes they need to manage life's challenges and also to make the most of life's opportunities. Our PSHE curriculum is underpinned by the school values of Respect, Equality, Kindness, Responsibility, Resilience and Courage.

The overarching aims of the RSHE curriculum are to:

- Promote children's personal, social, moral, cultural, spiritual, physical, and mental health development
- Provide children with the knowledge, skills and understanding that they need to stay healthy and safe
- Provide children with the knowledge and skills to develop safe, worthwhile relationships
- Promote respect for differences in individuals, families and in the wider society
- Develop independence and responsibility and make the most of their own abilities and those of others
- Prepare children for the opportunities, responsibilities and experiences of later life

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationship education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. The Relationships and Health aspects of our RSHE provision form an integral part of our curriculum and meets the statutory requirements.
- We must teach health education under the same statutory guidance
- In accordance with the Education Act 2002/Academies Act 2010, our curriculum has been designed to provide our children with the appropriate subject knowledge, skills and understanding in order to fulfil the national curriculum requirements to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils at our school and which also prepares them for the opportunities, responsibilities and experiences of later life.

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

We are required to cover the content for relationships and health education, as set out in the statutory requirements above. We adopted the Kapow and Becoming X schemes of work to support the delivery of RSE & PSHE. A more detailed breakdown of the content and progression of the RSHE curriculum appears in the Medium Term Plans for each year group and can be provided on request.

Our curriculum is comprehensive and further enriched as it integrates the broader, non-statutory aspects of RSHE; this includes economic well-being, careers; personal safety; assessing and managing risk. The curriculum is based on three core themes: Relationships, Living in the Wider World and Health and Wellbeing. It offers a spiral programme which organises learning into a series of recurring themes.

3.2 How we teach PSHE

- Planned lessons takes place on a weekly basis, with daily discussions around matters arising.
- Key Stage assemblies always make a link with PSHE, British Values or Spiritual, Moral, Social and Cultural development (SMSC).
- Where possible, visitors from external agencies or the local community are invited to offer their expertise and experience e.g. health workers, police
- SEND pupils will have access to an education which meets their needs by adapting and/or by differentiating the learning.
- We use a range of starting points which are helpful in introducing sensitive or controversial topics for discussion e.g.
 - photographs/pictures,
 - group or class brainstorming,
 - a round where each child says something they know about a topic
 - cold task activities

We also use distancing techniques such as:

- social stories
- role play
- scenarios based on real situations which can promote discussion whilst at the same time 'depersonalising' the discussion.
- Although staff members may have their own views and opinions on a range of issues, we expect all staff to work within the school's values, policies and the law primarily because they are in positions of influence.
- All Staff are expected to answer questions that the children may have sensitively, taking into account prior learning, age, confidentiality or safeguarding concerns. There may also be situations where a child may be asked to wait for an answer so that further thinking time, advice or consultation may be taken.
 - We will set ground rules at the start of lessons (where appropriate, including what can/cannot be kept confidential).
- Assessment will be gauged against the learning outcomes through observation of pupil engagement, oral feedback, raised awareness, role play, and creative and recorded activities.
- Progress in RSHE will be reported to parents at the end of year report and during parent consultations.

4. Roles and responsibilities

4.1 Governing body

The governing body has delegated the approval of this policy to the headteacher, Anna Trott.

4.2 The Headteacher

The headteacher is responsible for ensuring that RSE & PSHE is taught consistently across the school.

4.3 Staff

Staff members are responsible for:

- Using the Yearly overview and the schemes of work to guide their lesson planning.
- Providing a safe and supportive environment where pupils can develop their confidence to ask questions, challenge information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
- Delivering the curriculum in a sensitive way.
- Modelling positive attitudes to RSHE, which do not induce shock or guilt.
- Responding to and being sensitive to the needs of individual pupils as some may have direct experience of some of the issues.
- Providing relevant and realistic information which reinforces social norms.
- Providing pupils with access to balanced information and differing views to help them clarify their own opinions.
- Monitoring progress

4.4 Pupils

Pupils are expected to engage fully in PSHE and treat others with respect and sensitivity when discussing issues.

5. Monitoring arrangements

The delivery of RSHE is monitored by Middle Leaders and other Senior leaders through:

- Planning and scrutiny of the children's work in the class books.
- Conversation with children about their views and knowledge.

This policy will be reviewed by the Curriculum lead annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

At every review, the policy will be approved by the Headteacher.

6. Links with other areas

This policy links to the following curriculum, policies and/or procedures:

Health and Safety

Child Protection and Safeguarding

Computing

Science

Sustainability
Behaviour