



Waverton Primary School

Learning Together – Achieving Together

PSHE (Personal, Social, Health and Economic Education) and RE (Relationships Education) Policy– March 2021

Curriculum Intent:

At Waverton Primary School PSHE gives pupils the knowledge, skills and understanding they need to be responsible, safe, healthy, resilient, global citizens in the world around them.

Our PSHE education addresses pupil's direct experiences and prepares them for their future opportunities and responsibilities, where pupils develop their own viewpoints allowing them to make informed decisions, while promoting positive mental wellbeing.

We aim to give all children essential skills for building positive, respectful and non-exploitative relationships and the skills to stay safe. We ensure PSHE is inclusive and meets the needs of all our pupils, fostering equality. PSHE is embedded in all we do at Waverton Primary School.

Curriculum Implementation:

Statutory Requirements

At Waverton we teach PSHE and RSE as set out in this policy. We comply with: 'Department for Education Guidance for Personal, Social, Health and Economic (PSHE) Education 2020'

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020'. We teach age-appropriate sex education as part of our PSHE curriculum. In doing so we have regard to guidance as outlined in Section 403 of the Education Act 1996.

Curriculum Delivery

At Waverton, all children have weekly PSHE lessons, delivered by a teacher. Many of the themes are reinforced in weekly whole school and class assemblies and through our 'Value of the Month'.

(See assembly timetable)

PSHE is delivered in whole class sessions with the exception of some single sex sessions in years 5 and 6 to enable the children to feel confident to ask questions.

Each class has a question box, which staff respond to in an age and stage appropriate way.

In all our PSHE lessons, our school rules 'The Waverton Way' are observed: Be safe, Be ready, Be respectful. (See behaviour policy)

We respect privacy, listen respectfully, are non-judgemental and encourage children to choose their level of participation.

At Waverton, we deliver the PSHE association Programme of study and provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited,

reinforced and extended in age appropriate contexts. Years 1, 3 and 5 cover the same elements and so do Years 2, 4 and 6.

In the Foundation Stage children are taught PSHE through the Prime Area, Personal, Social and Emotional Development. Teachers use emotional coaching to develop children's personal, social and emotional skills, good behaviour is modelled and praise and encouragement given. (See EFYS overview)

Across the school, the intervention 'Zones of Regulation' is used to teach feelings and appropriate strategies. Children have a 'Regulation Station' in class which is a safe place to go to if they become overwhelmed and need to calm down.

We deliver a PSHE scheme of work for years 1-6. Each school year covers six units, which begin with a question. Each unit is based on one of the three core themes: Health and Well Being, Relationships and Living in the wider world.

Health and Wellbeing lessons explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.

Relationships lessons explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

Living in the Wider World lessons will explore our shared responsibilities, communities, media literacy, digital resilience, economic wellbeing, work and career and British Values.

Even though much of 'Living in the Wider World' is not included in statutory requirements, this core theme is equally important. At Waverton, we believe a high quality PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

PSHE lessons at Waverton are delivered using a range of activities; each unit includes opportunities for debate and discussion.

Curriculum Content

At Waverton, we believe that pupils should be taught about the society in which they are growing up. They will be taught to foster respect for others and for differences. As the year progresses we respond to local and national issues, events or news. E.g general elections, Brexit, refugee crisis, famine in different countries. As well as this, during weekly assemblies, children discuss current news stories after watching the 'Espresso- What's in the news' clips'.

Children at Waverton are taught about physical health and mental wellbeing. We give them the information they need to make good decisions about their own health and wellbeing.

Respectful relationships runs through all elements of our PSHE curriculum. The children are taught what a respectful relationship is and where to get help if they feel uncomfortable.

RSE (relationships and sex education) is part of life-long learning about emotional, social and physical aspects of growing up and relationships. At Waverton RSE is delivered through the PSHE curriculum, with some biological aspects taught within the science curriculum. We aim to give children essential skills for building positive, respectful relationships.

We believe that RSE should meet the needs of all pupils whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBT relationships in the context of different types of families, including those with the same sex parents.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn 1 | Relationships What makes a good team? | Relationships Who is special to us? | Relationships How can I be a good team member? | Relationships What makes a good friend? | Relationships Who is responsible for the team? | Relationships What is a healthy relationship? |
| Autumn 2 | Health and Wellbeing. What are you thankful for? | Health and Wellbeing. What helps us to stay safe? | Health and Wellbeing. How can we be positive thinkers? | Health and Wellbeing. What can I do to keep myself safe? | Health and Wellbeing. How can mindfulness help us to remain positive? | Health and Wellbeing. How could my decisions affect me? |
| Spring 1 | Living in the Wider World What makes me part of my community? | Living in the Wider World How can we look after each other and the world? | Living in the Wider World What does it mean to be British? | Living in the Wider World How can I be a good global citizen? | Living in the Wider World How can we help to make Britain fair? | Living in the Wider World How can I make a difference? |
| Spring 2 | Relationships How do you feel today? | Relationships How can we use the internet safely? | Relationships How can I learn from my mistakes? | Relationships How can I keep myself safe online? | Relationships Who is responsible for my mistakes? | Relationships How do I know I can trust things online? |
| Summer 1 | Health and Wellbeing What can help us grow and stay health? | Living in the Wider World What can we do with money? | Health and Wellbeing What makes a family special? | Living in the Wider World Where does money come from? | Health and Wellbeing How will my body change? | Living in the Wider World What should we do with money? |
| Summer 2 | Living in the Wider World What jobs do people do? | Health and Wellbeing What is the same and different about us? | Living in the Wider World What are my hopes and dreams for the future? | Health and Wellbeing How can I look after my body? | Living in the Wider World How can I be successful? | Health and Wellbeing How can I take care of me? |

Safe and effective practice

Teachers are aware that effective PSHE - which brings an understanding of what is and what is not appropriate in a relationship - can lead to a disclosure of a child protection issue. Any child protection concerns will be recorded on an incident form and passed on to Mr Talbot, the school safe guarding lead, in his absence the deputy Mrs Cartwright. All staff have regular 'Safe Guarding' training and have an understanding of 'Keeping children Safe in education'. It is everyone's responsibility to keep children safe at Waverton Primary School.

Engaging stakeholders

At Waverton, we are well aware that the primary role in children's relationships education lies with the parents and carers. We believe that their understanding of our PSHE curriculum and what their children will be learning, is vital in gaining optimum outcomes. To enable this, our PSHE policy is available on our school website and parents are informed termly about what their children will be learning in PSHE lessons.

A letter will be sent home several weeks prior to commencing the sex education unit in the summer term, so that parents have the opportunity to come into school to look at the resources we will use and are prepared should the children want to talk more about the topic at home.

Any planned changes to our policy will be reported to parents, along with the opportunity to have their say. This will be done via a questionnaire on the school website.

We take seriously any issues that parents raise about the PSHE education of their child and ensure the Head teacher is aware of any concerns.

At Waverton we retain the parents right to withdraw their child from sex education within RSE (other than the elements covered in science). There is no right to withdraw from other relationships education lessons at primary, as we believe the contents are important for all children and we are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally within PSHE lessons and it is not possible to withdraw pupils from these unplanned discussions. All staff will ensure their teaching is age appropriate in approach and content.

Requests from parents to withdraw their child, should be put in writing and addressed to the head teacher. The head teacher will discuss the request with the parents and take appropriate action.

Curriculum Impact:

The delivery of PSHE is monitored by the PSHE lead and the Head teacher, through lesson observations, work scrutiny, pupil and parent voice surveys.

At Waverton Primary School we use assessment for learning and assessment of learning.

We assess the impact of our curriculum against key performance indicators at the end of each unit. This is reported to parents in the end of year school report.

This policy will be reviewed every two years and approved by the governing body.