



RSE, PSHE & Values Education Policy (including relationships, sex and health education)

1. How this Policy was developed

This policy was written and developed in consultation with school stakeholders. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Appledore School acknowledge that all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident, able and healthy citizens. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Appledore Primary and Nursery school we have developed our own scheme of work for PSHE and Wellbeing education based around a set of Values. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education as well as contributing to different subject areas in the National Curriculum.

These values, see table below, bespoke to meet the needs of the children, are delivered through a blend of P4C (Philosophy for Children) sessions and specific PSHE lessons drawn from the published SCARF PSHE and wellbeing programme. This programme of Values is mapped to ensure DfE statutory requirements for Relationships and Health Education (RSHE) are met.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Responsible	Friendship	Positive (healthy mind)	Healthy (body)	Inclusive	Inspirational

Lessons that are not part of the DfE statutory guidance are included because they ensure a comprehensive PSHE programme and give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions. P4C lessons bring teachers and children together to discuss things that matter.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently.

Class teachers follow the half termly Value units. Lessons can be a weekly class philosophy discussion or standalone PSHE lesson and cross curricular. The lesson plans list the specific learning objectives for each lesson and class teachers and our PSHE lead often discuss this on an informal basis.

5. What is being taught

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or during whole-school activities.

KS1 and KS2

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with their peers. Children are also given the opportunity to make choices

about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils.

For detailed information on the content of our Values curriculum visit the Curriculum tab at <https://www.appledore-primary.devon.sch.uk/> and select *Intent, Implementation and Impact*. Our sex education programme is also accessible from the Curriculum tab by selecting *Relationships, Sex and Health Education*.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week. To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using P4C ground rules. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures.

7. How PSHE education is monitored, evaluated and assessed

We use methods of monitoring and assessing learning within PSHE at Appledore Primary and Nursery School, including pupil voice, lesson visits and work scrutiny. Evidence of pupils' learning is kept in class floor books that follow the class as it progresses through the school.

The key knowledge ('sticky knowledge') for each unit of learning and 'key statements' for end of year expectations are detailed in the Values subject document available in the *Intent, Implementation and Impact* area of the school's website.

The monitoring of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The PSHE education subject lead participates in school's annual calendar of subject specific monitoring and evaluation.

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

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and

social development are as important to all pupils as their academic achievement, and contribute to it. PHSE/P4C lesson plans are flexible and allow for teachers to adapt curriculum content to meet the needs of the children in their class. Through adaptive teaching strategies, learning is adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view programme content in the *Relationships, Sex and Health Education* area of the school's website and discuss with their child's teacher. The sessions parents can withdraw their pupils from are clearly signposted on the school website.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Miss Stephanie Olliffe

11. Policy Review and Development Plan

The policy will be reviewed every year, in consultation with parents, teachers and other school staff, governors and pupils.