PSHE/RSHE at Redbrook Hayes Primary School.

Leadership of PSHE/RSHE Curriculum The following people are responsible for the leadership and oversight of the CCLT policy and the PSHE/RSHE curriculum for our school.	
CCLT Lead	Mrs M Burkett, Executive Headteacher
School Senior Leader	Mrs L Turner, Headteacher
Local Governing Body	Chair – Mrs A Lockley
School Subject Leader	Mrs K Perry
To discuss our school's PSHE/RSHE curriculum, please contact our subject leader in the first instance by emailing the school office at this email address: office@redbrookhayes.co.uk	

The following information explains how the CCLT PSHE & RSHE Policy and agreed scheme of work is put into practice in our school. Every school is different, and we understand that whilst adhering to the statutory guidance and our overarching Trust policy, the specific content and delivery of our curriculum should meet the needs of the pupils in our school.

Why is PSHE Important?

The PSHE& RSHE programme at Redbrook Hayes school links strongly to our LEARNER values – Loyalty Excellence Aspiration Respect Nurture Empathy and Resilience.

Our PSHE education, including the statutory Relationships and Health education, provides a framework through which key skills, knowledge and attributes can be developed and applied. Effective PSHE promotes positive behaviours, good mental health and wellbeing, resilience, achievement and raises aspirations. It helps children to stay safe online, develop healthy and safe relationships, make sense of the messages they see in the media, challenges extreme views and provides them with the skills and attributes to make healthy safe, positive choices, challenge respectively, negotiate and assert themselves now and in the future, preparing them for an unknown world.

Our PSHE provision includes learning about British Values. It also supports our aim of developing confident, creative, and capable people who can think independently and solve problems and identify and build positive relationships with themselves and others. Social and emotional development is woven throughout the school's curriculum and daily life, helping our children to regulate their emotions and develop a strong sense of values.

Providing a high quality PSHE curriculum also ensures that all children in are enabled to access the rights afforded to them through the **United Nations Convention on the Rights of the Child.**

Article 2 No discrimination: *All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or a girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.*

Article 12 Respect for children's views *Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously***.**

Article 17 Access to Information *Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful.*

Article 24 Health, water, food, environment *Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.*

Article 29: Aims of education: *Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment*.

Curriculum Planning

We use the PSHE Association as the basis for our curriculum planning. This ensures we deliver a well-planned PSHE programme based on a spiral curriculum, where key themes are revisited and built upon over time. This is outlined in our long term curriculum plan which can be found on our website and on the school shared drive.

Our curriculum is designed to:

- Provide our children with the knowledge, confidence and self-awareness to make informed, positive choices and decisions.
- Support the development of strong social skills and a clear understanding of others.
- Help our children reflect on and make sense of their personal and social experiences.
- Promote positive attitudes towards maintaining good physical and mental health through safe and healthy lifestyles.
- Foster respectful and caring relationships with others.
- Encourage and care for the environment.
- Support our children in understanding, managing and regulating their emotions, building resilience, and becoming independent, curious problem-solvers.
- Develop an understanding of how society functions, including laws, rights, responsibilities and British Values.

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

Our PSHE curriculum is based on the needs of the children in the school with clear learning outcomes appropriate to their age, development, ability and level of maturity. In addition to the focused learning in weekly PSHE sessions, PSHE will also be present within our broader curriculum, especially in Science and PE, and in assemblies.

Pupil Voice and a Need-Led Curriculum

Listening to the voices of our children is an important part of our PSHE programme. We provide opportunities for pupils to share their views and experiences of PSHE through class discussions, feedback activities, pupil conferencing and JLLT. Our children are encouraged to share their views and these are listened to, valued and respected.

Information gathered from pupil voice, alongside other sources of data, including safeguarding, behaviour, local data and intelligence, is used to inform curriculum planning and teaching approaches. This helps ensure our PSHE curriculum is relevant and responsive to our local context and the needs of our children.

Resources

As with other subjects, the breadth of the PSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. These are provided through our schemes of work within the PSHE association. Resources are hyper linked within the planning and are quality assured by the PSHE association. Resources are reviewed prior to teaching to ensure they are accurate, age-appropriate, suitable for the particular class and evidence-based.

The PSHE long term plan is available for parents to view on the school website. The PSHE Association states that it's medium-term plans must not be published on the website so these are only available to staff members. All staff are members of the PSHE Association and have full access to all planning and resources. The benefit of using the planning on this website is that it is "live" and regularly updated thus ensuring that the content we are delivering and the resources we are using are the most up to date. Parents can be shown a sample of lesson materials if requested by contacting the office,class teacher or PSHE subject lead. Parents receive information about PSHE through photos and class posts on Reachmore with extra information posted during our PSHE theme weeks twice a year. Parents also receive a letter with information about RSHE prior to our "Growing Up" topic during the Summer Term.

Teaching and Learning

At RedbrookHayes, teachers prepare and teach a 30- 40-minute-long PSHE lesson each week following the LTP for their year group. Planning and resources are on the PSHE Association website which is quality assured and regularly updated. There are also 2 or 3 PSHE theme weeks each year with extra PSHE during the afternoons.
Discreet teaching of PSHE begins in Year 1. During Key Stages 1 and 2, learners gradually build on the skills, attitudes, values, knowledge and understanding they have started to acquire and develop during the Early Years / Foundation Stage. During EYFS, through careful consideration of the experiences, resources and interactions, practitioners support learners to gain confidence and independence and have the ability to express their feelings and needs. Through a warm and supportive environment, children develop a strong sense of belonging, build positive relationships with adults and show care and consideration towards their peers.

At Redbrook Hayes, PSHE offers learning opportunities and experiences which reflect not only the increasing independence of leaners, but also the physical and social awareness of learners as they move through the primary phase.

The PSHE curriculum has been organised into half termly themes with a few key questions as a focus for children's learning.

Teachers use the PSHE Association planning and resources. The order of the LTP has been adapted for our school so that our "Growing Up" topic can take place in the Summer Term throughout the whole school.

Whilst PSHE is taught in Key Stage 1 and 2 through a weekly, 30-40 minute lesson, we recognise that after this specific learning session, opportunities to develop skills and use knowledge can occur in a vast number of situations throughout the year both in and out of the classroom and in response to need. We recognise that any area of PSHE can be developed in this way according to needs – not just the current class topic. However, teachers make the effort to make good use of opportunities to continually develop and re-enforce their current PSHE theme. In this sense, our approach to PSHE learning is multi-faceted, permeates all that we do and also links to other policies such as Behaviour, Equality and Diversity, Safeguarding and SMSC.

Establishing a Safe Learning Environment

Teachers ensure that lessons are planned and taught with the key principles of effective PSHE practice in mind.

1. Set up ground rules and refresh understanding of these at the start of each session.
2. Consider vulnerable pupils.
3. Distance / de-personalise learning from the learner.
4. Use a range of learning strategies to ensure that learners can practise the skill as well as discuss it.
5. Use a range of active learning techniques including discussions, drama, role play, art activities etc
6. Emphasise differences at an individual level and the similarities between diverse groups (avoid stereotyping)
7. Create real-life learning context in both online and offline worlds where possible.
8. Finish on a high with a 5-minute bounce back game when necessary.
9. Class teacher to teach lessons and alter timetable if they are due to be out of class.
10. Classrooms to have an "Ask It Basket" for children to anonymously post questions

External Providers

Occasionally we utilise external providers to enhance our delivery of PSHE. All external providers deliver in line with our PSHE policy and safeguarding procedures and our Visitor Policy. Where an external provider is utilised, we will make sure that any materials used are appropriate, in line with our legal duties around political impartiality. Previously we have used external providers for water safety and for our Futures/Careers theme week. We also run a "Faith Trail" trip to Derby Open Centre as part of our bi-annual theme week "Celebrating Diversity".

Responding to Questions and Managing Disclosures

It is important that our children feel able to ask questions. We support children to ask questions and recognising that some children may feel less comfortable to do so, we actively encourage pupils to ask questions. The Ask It Baskets in each classroom allow for anonymous questions which can be answered by teachers later allowing the teacher to seek advice (from SLT or PSHE lead) on how to answer any questions they are less confident about.

Due to the nature of PSHE education, pupils' learning may result in them making a disclosure. This would be addressed by following our usual safeguarding procedures and therefore this policy is informed by our safeguarding policy that all staff, including external providers must follow. External providers are bound by our safeguarding and confidentiality policies and not their own.

For more information, please refer to our policies on child protections and safeguarding, anti-bullying, equality and diversity.

Accessibility of the Curriculum

It is not policy to withdraw children 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. Lesson plan content will be adapted and extra support provided where necessary to ensure all children are enabled to develop key skills, knowledge and attributes developed through our PSHE curriculum,

We ensure that the elements of Relationships and Sex education (RSE) are inclusive and relevant to all our children. All children learn together about the physical and emotional changes that can happen during puberty. This approach helps to build empathy, understanding and reduces the risk of teasing or stigma.

We also recognise and respect the diverse ethnic, religious and cultural backgrounds of our children, as well as the variety of family structures they may come from. Our teaching and resources reflect this diversity, promoting inclusion and helping all children feel seen, valued, and respected in Relationships Education.

Some of our children may also have parents/carers, family members and/or friends who identify as gay, lesbian, bi-sexual or transgender (LGBTQ+). Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps to create a safe environment for all pupils and staff.

Under the Equality Act, the Public Sector Equality Duty requires schools to eliminate discrimination and promote equality in all aspects of school life, including policies and the curriculum. Schools have a legal duty to actively challenge discrimination and foster an environment where diversity is respected and valued. To meet this responsibility as a school, we must help our children to understand and appreciate differences, and encourage respectful relationships with others, regardless of background or identity. For more information, please refer to our other policies such as anti-bullying, on line safety, safeguarding, equality and diversity.

Assessment

Assessing and evaluating activities can support adaptations to the PSHE curriculum to ensure it is relevant and engaging.

We use baseline key question assessment activities to find out pupil's prior knowledge. This enables our staff to adapt/review and plan the subsequent lessons accordingly.

Before teaching a PSHE topic, a key question sheet is provided with 3- 4 questions (KS1) or 5 questions (KS2) that reflect important learning children will explore during the topic. Before starting the PSHE topic, children record their responses to the questions as an assessment of their current understanding which helps the teacher to shape the learning accordingly. The questions are returned to at the end of the topic and answered again to show progress. For each PSHE topic there will be a single class envelope folder to collect the question sheets and any other pieces of work the children have written. The key question sheets are monitored termly by the PSHE lead with feedback to staff re any observations that may improve future planning and delivery of PSHE. Pupil conferencing also feeds into this information.

Every classroom will have a PSHE working wall that shows the current topic and is updated regularly, ideally weekly, to reflect the learning. This may be a collection of comments or post it notes to reflect discussions that have taken place.

In addition to this, teachers formatively assess learners during lessons and as a result of any relevant observations made during the week, as PSHE is a subject that runs through all areas of school life.

Staff Training

Our PSHE lead is responsible for ensuing that all staff who deliver PSHE are equipped with the knowledge, skills and resources to deliver PSHE education confidently and in line with the evidence of best practice. Staff meetings/training about PSHE are provided according to need-needs identified by monitoring, feedback from courses or Trust meetings attended by PSHE lead, and in response to any Government changes.

PSHE is delivered by class teachers who can access a range of teaching support resources via The PSHE Association which they all have membership of. Support is also available from the PSHE Lead, and guidance and training opportunities from the Pan-Staffordshire PSHE Education Service. Any staff member wanting further support should contact the PSHE Lead in the first instance to discuss their training needs. The PSHE lead attends termly network meetings within the Trust.

Staff are also given feedback in response to monitoring of the key question sheets and pupil conferencing.

Evaluation

Evaluating the PSHE curriculum is essential to ensure it is effective, inclusive and meeting the needs of all our children within the context of their community. Our evaluation is structured around the key areas of Intent, Implementation and Impact. A range of activities to evaluate the curriculum are used including:

- Monitoring of Key Question Sheets
- Staff feedback
- Photographs of working walls
- Planning resources
- Pupil Voice
- Lesson observations

RSE.

RSE is delivered in the Summer term in a "Growing Up" theme throughout the school. The RSHE policy contains further information about this. Appendix A of the RSE policy gives clear guidance on the content to be taught in each year group. It also shows that parental right to withdraw only applies to the actual sex education lessons that take place in Year 6 as all other learning is covered by relationship, science or health education and is therefore statutory. RSE lessons are delivered by class teachers and resourced by Medway materials in line with other CCLT schools. All lessons are taught to the whole class together. An additional session for any extra questions is provided for girls and boys separately in year 4,5,6 as experience has shown that some very important questions and misunderstandings are often raised in this context that would otherwise remain unaddressed. All parents and carers are informed in advance that the Growing Up topic will be taking place, and are reminded that the content to be taught is available for them on the school website. They are also encouraged to speak to the class teacher, SLT or PSHE lead if they have any questions. Parents in Year 6 are given more information and right to withdraw is explained. Each year, before this topic takes place, the PSHE lead holds a session for staff to go over key principles for teaching RSE, to answer any questions and to help with any planning etc in response to need.

Sex Education / Right to Withdraw

In the CCLT RHSE programme, only one of the lessons counts as sex education. This is the only lesson parents can withdraw their child from.

- Conception and Contraception - See Appendix A of RSE policy for further details.

  (Learning about puberty is taught as part of the statutory health education element of the wider RHSE programme and is not classed as sex education).

Engaging Parents and Other Stakeholders

We recognise that PSHE is strongest when there is communication and collaboration between school and home. As already stated, there is no right for parents to withdraw their children from any aspect of PSHE education, except sex education taught as part of relationship and sex education (RSE). In addition to the previously noted communication regarding RSE, parents can also be signposted to the Pan-Staffordshire PSHE Education Service's website page for parents and carers. Governors receive curriculum updates including PSHE. In the summer term, a formal written report of children's learning is sent to parents / carers.

Policy Links

This policy compliments the following policies:

- Safeguarding
- Relationships, Health and Sex Education
- Equality and Diversity
- Behaviour
- Anti-Bullying
- Child on Child Abuse
- Online Safety
- Special Educational Needs and Disabilities (SEND)

This policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff, parents/carers, and is in line with current DfE guidance.