

Therefore encourage one another and build each other up.

1 Thessalonians 5:11

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## **Personal, Social, Health and Economic Education (PSHE) Policy**

At Woodborough Wood's Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Woodborough Wood's we have our PSHE curriculum and have discrete PSHE lessons, as well filtering the skills through out many aspects of school life.

### **Statement of intent**

At Wood's Primary School, it is our intent to provide **all** children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping

them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented by creating a programme of study that is bespoke to our school and all our children. The three main core themes of our PSHE programme of study focuses on Relationships Education and Health Education. A third core theme, Living in the Wider World is also an integral aspect of our curriculum.

Core Theme 1: Health and Wellbeing – Healthy Lifestyles, Growing and Changing, Keeping Safe (Autumn Term)

Core Theme 2: Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference (Spring Term)

Core Theme 3: Living in the Wider World – Rights and Responsibilities, Environment, Money (Summer Term)

## **Citizenship Awards**

Our reward system is based on the following key progressive citizen skills:

- Self managers
- Effective participators
- Resourceful thinkers
- Reflective learners
- Independent enquirers
- Team workers

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education).

## Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Wood's Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

- Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behavior

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their

planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

- Key Stage One and Two

Within Key Stage One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Wood's Primary School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

### British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within 'big books' which include specific focussed PSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class 'big book' where circle time discussions are recorded, pictures of activities

that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

#### Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

#### Implementation through resources

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

#### Implementation through Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings, Healthy Schools and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

# Woodborough Wood's Church of England Foundation School

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## Head teacher's Citizenship Awards

Class R

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Enjoy challenges, especially open ended or deeper thinking ones.                      Try different ways to solve a problem.                      Prioritise the most important things that need doing.                      Welcome opportunities to take an added responsibility.                      Organise own time.                      Not put off by challenges that may occur to normal routine.                      Describe own strengths and weaknesses.</p>	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion.                      Know that their ideas can help other people.                      Decide when they need 'time out' or 'thinking time' to deal with emotions.                      Determined not to 'give in' too easily.                      Manage disappointments and keep emotions in check.</p>	<p>Ask questions to check understanding.                      Tenacious when things get difficult.                      Sort and classify information and check it for clarity.                      Draw inference and make deductions from a range of sources.                      Give alternative solutions or explanations.                      Describe effective learning and compare to own learning.</p>	<p>Value and use feedback that helps to improve quality of work and learning.                      Review learning and identify a factor that could help them make a more effective learner.                      Use more than one piece of evidence to support their learning.</p>	<p>Follow up a question to gain clarification.                      Use more than one piece of evidence to support their findings.                      Complete a task without reminders from others.                      Break down complex ideas into steps.                      Make lists when helpful to do so.                      Sort information and choose what is most relevant.</p>	<p>Take on a specific allocated role in a group.                      Respect and tolerates values and beliefs of others in a joint activity.                      Communicate capably as a team member.                      Keep focussed on a task and avoid distractions.                      Respect opinion of others when different from their own.</p>

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## Head teacher's Citizenship Awards

Class 1

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Think about more than one way to solve a problem. Use range of strategies to control feelings. Keep going even when others find it easy. Don't let others distract you. Know that their actions impact on others. Explain why others may feel sad or unhappy.</p>	<p>Suggest a way forward following a dispute. Happy to have a go at solving something that is new to them. Leave a task and go back later if it is not completed. Encourage others. Talk about making the right decisions.</p>	<p>Leave a task and go back if it takes a long time to solve. Generate questions linked to learning challenge. Use imagination to generate ideas. Explain what they have learnt from someone else. Ask sensible questions about their work.</p> <p>Suggest ways to solve a range of problems.</p>	<p>Understand what they need to do to improve. Recognise where work could have been better. Know what helps them to learn well. Share learning with others. Happy to make changes from an original idea.</p>	<p>Take enough time to make sense of a problem that is presented. Curious about new things and asks questions to find out more. Can think of instructions for others to follow. Explain why they prefer one or two ideas that are proposed. Give two opinions and say which they agree with. Explain simple word problem and show thinking.</p>	<p>Confident to both lead and be directed by others. Consider views of all group members during discussion, Actively listen and share ideas.</p>

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## Head teacher's Awards

Class 2

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Think about more than one way to solve a problem.</p> <p>Use range of strategies to control feelings.</p> <p>Keep going even when others find it easy.</p> <p>Don't let others distract you.</p> <p>Know that their actions impact on others.</p> <p>Explain why others may feel sad or unhappy.</p>	<p>Suggest a way forward following a dispute.</p> <p>Happy to have a go at solving something that is new to them.</p> <p>Leave a task and go back later if it is not completed.</p> <p>Encourage others.</p> <p>Talk about making the right decisions.</p>	<p>Leave a task and go back if it takes a long time to solve.</p> <p>Generate questions linked to learning challenge.</p> <p>Use imagination to generate ideas.</p> <p>Explain what they have learnt from someone else.</p> <p>Ask sensible questions about their work.</p> <p>Suggest ways to solve a range of problems.</p>	<p>Understand what they need to do to improve.</p> <p>Recognise where work could have been better.</p> <p>Know what helps them to learn well.</p> <p>Share learning with others.</p> <p>Happy to make changes from an original idea.</p>	<p>Take enough time to make sense of a problem that is presented.</p> <p>Curious about new things and asks questions to find out more.</p> <p>Can think of instructions for others to follow.</p> <p>Explain why they prefer one or two ideas that are proposed.</p> <p>Give two opinions and say which they agree with.</p> <p>Explain simple word problem and show thinking.</p>	<p>Confident to both lead and be directed by others.</p> <p>Consider views of all group members during discussion,</p> <p>Actively listen and share ideas.</p>

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## Head teacher's Awards

Class 3

<b>Self managers</b>	<b>Effective participators</b>	<b>Resourceful thinkers</b>	<b>Reflective learners</b>	<b>Independent enquirers</b>	<b>Team workers</b>
<p>Think about more than one way to solve a problem.                      Use range of strategies to control feelings.                      Keep going even when others find it easy.                      Don't let others distract you.                      Know that their actions impact on others.                      Explain why others may feel sad or unhappy.</p>	<p>Suggest a way forward following a dispute.                      Happy to have a go at solving something that is new to them.                      Leave a task and go back later if it is not completed.                      Encourage others.                      Talk about making the right decisions.</p>	<p>Leave a task and go back if it takes a long time to solve.                      Generate questions linked to learning challenge.                      Use imagination to generate ideas.                      Explain what they have learnt from someone else.                      Ask sensible questions about their work.</p> <p>Suggest ways to solve a range of problems.</p>	<p>Understand what they need to do to improve.                      Recognise where work could have been better.                      Know what helps them to learn well.                      Share learning with others.                      Happy to make changes from an original idea.</p>	<p>Take enough time to make sense of a problem that is presented.                      Curious about new things and asks questions to find out more.                      Can think of instructions for others to follow.                      Explain why they prefer one or two ideas that are proposed.                      Give two opinions and say which they agree with.                      Explain simple word problem and show thinking.</p>	<p>Confident to both lead and be directed by others.                      Consider views of all group members during discussion,                      Actively listen and share ideas.</p>

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# Woodborough Wood's Church of England Foundation School

## Head teacher's Citizenship Awards

Class 4

<b>Self managers</b>	<b>Effective participators</b>	<b>Resourceful thinkers</b>	<b>Reflective learners</b>	<b>Independent enquirers</b>	<b>Team workers</b>
<p>Enjoy taking responsibility. Work within a time frame. Keep emotions in check when tasks get tough. Carry on and not be put off by change. Set and review learning targets. Explain who helps them learn and why.</p>	<p>Know how to make and idea even better. Prepared to listen to points made by others. Show empathy. Listen to and following instructions independently. Try out new ideas even if feeling nervous.</p>	<p>Have a go at something that may not work. Use imagination to improvise. Think of different ideas and possibilities when solving problems. Improve learning by imitating others.</p>	<p>Understand the factors that stop them from learning effectively. Say who or what helps them to learn; and how and why they know. Gauge when a task has been completed to the best of their ability. Take time to consider experiences and what needs to be done next. Check and edit own work.</p>	<p>Understand basics of cause and effect. Devise sensible questions to ask different people. Suggest a question which can be investigated. Show thinking in different ways, e.g. mind map. Plan and finish a task within a given time frame. See the relationship between things and use to explain ideas to others.</p>	<p>Work harmoniously and constructively with others in joint activity. Make sure that everyone takes a turn when speaking. Give feedback to others in group on their performance. Work readily in different teams. Listen to and follow instructions independently.</p>

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## Head teacher's Citizenship Awards

### Class 5

Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
<p>Enjoy challenges, especially open ended or deeper thinking ones. Try different ways to solve a problem. Prioritise the most important things that need doing. Welcome opportunities to take an added responsibility. Organise own time. Not put off by challenges that may occur to normal routine. Describe own strengths and weaknesses.</p>	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion. Know that their ideas can help other people. Decide when they need 'time out' or 'thinking time' to deal with emotions. Determined not to 'give in' too easily. Manage disappointments and keep emotions in check.</p>	<p>Ask questions to check understanding. Tenacious when things get difficult. Sort and classify information and check it for clarity. Draw inference and make deductions from a range of sources. Give alternative solutions or explanations. Describe effective learning and compare to own learning.</p>	<p>Value and use feedback that helps to improve quality of work and learning. Review learning and identify a factor that could help them make a more effective learner. Use more than one piece of evidence to support their learning.</p>	<p>Follow up a question to gain clarification. Use more than one piece of evidence to support their findings. Complete a task without reminders from others. Break down complex ideas into steps. Make lists when helpful to do so. Sort information and choose what is most relevant.</p>	<p>Take on a specific allocated role in a group. Respect and tolerates values and beliefs of others in a joint activity. Communicate capably as a team member. Keep focussed on a task and avoid distractions. Respect opinion of others when different from their own.</p>

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## Head teacher's Citizenship Award

### Class 6

<b>Self managers</b>	<b>Effective participators</b>	<b>Resourceful thinkers</b>	<b>Reflective learners</b>	<b>Independent enquirers</b>	<b>Team workers</b>
<p>Enjoy challenges, especially open ended or deeper thinking ones.</p> <p>Try different ways to solve a problem.</p> <p>Prioritise the most important things that need doing.</p> <p>Welcome opportunities to take an added responsibility.</p> <p>Organise own time.</p> <p>Not put off by challenges that may occur to normal routine.</p> <p>Describe own strengths and weaknesses.</p>	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion.</p> <p>Know that their ideas can help other people.</p> <p>Decide when they need 'time out' or 'thinking time' to deal with emotions.</p> <p>Determined not to 'give in' too easily.</p> <p>Manage disappointments and keep emotions in check.</p>	<p>Ask questions to check understanding.</p> <p>Tenacious when things get difficult.</p> <p>Sort and classify information and check it for clarity.</p> <p>Draw inference and make deductions from a range of sources.</p> <p>Give alternative solutions or explanations.</p> <p>Describe effective learning and compare to own learning.</p>	<p>Value and use feedback that helps to improve quality of work and learning.</p> <p>Review learning and identify a factor that could help them make a more effective learner.</p> <p>Use more than one piece of evidence to support their learning.</p>	<p>Follow up a question to gain clarification.</p> <p>Use more than one piece of evidence to support their findings.</p> <p>Complete a task without reminders from others.</p> <p>Break down complex ideas into steps.</p> <p>Make lists when helpful to do so.</p> <p>Sort information and choose what is most relevant.</p>	<p>Take on a specific allocated role in a group.</p> <p>Respect and tolerates values and beliefs of others in a joint activity.</p> <p>Communicate capably as a team member.</p> <p>Keep focussed on a task and avoid distractions.</p> <p>Respect opinion of others when different from their own.</p>

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## Links to other relevant policies

- Behaviour
  - Anti-bullying
  - Child Protection and Safeguarding
  - Online safety
  - SEND inclusion
  - Healthy Schools
  - Visitor
  - Smoke free
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# **Relationships and Sex Education (RSE) appendix**

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Wood's Primary School.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children

need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.

Reviewed: June 2020

S Hopwell

