Potters Green Primary

RSHE Policy

Local Level Policy

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1. Rationale and purpose

At Potters Green School, we believe that RSHE education enables children to become healthier, more independent and responsible members of society. In line with current government guidance, our RSHE curriculum intends to provide pupils with the opportunities, experience and advice required to thrive in all aspects of their school and home life, through childhood, adolescence and into adulthood.

We teach children a comprehensive programme that is led by relevant, real-life and relatable content, underpinned by both our school's Core Values and in the wider context of British Values. Children will hear from visitors who are at the front line of experience in the areas of learning, and will work together in class groups, year groups, cross-year groups or as a whole school to share their knowledge and learning, offering support to each other throughout their own learning journeys. Children will learn how to make a positive contribution to the communities to which they belong, and about the importance of showing respect for themselves and others around them.

2. The aims of RSHE and how these contribute to the school's aims

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groups beyond the family;
- equip pupils with the knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- equip pupils with factual information and the ability to consider when information may be quite as accurate.
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world;
- provide information about the places that pupils can go to seek advice about any issues that may affect them;
- provide a secure environment to foster opportunities to talk, share and debate where beneficial to learning;

At Potters Green we recognise the direct link between good emotional development and educational achievement. All staff and adults in the school have an important part to play in promoting the schools Core Values and developing positive attitudes in all of our pupils. We see that the benefits of nurturing pupils who demonstrate strong self-belief, emotional awareness and positivity, will directly contribute towards good outcomes in our values, attainment and ethos within the school as a whole. Achieving such outcomes for our pupils is our priority and motivation in all that we do.

3. Intended Outcomes

As a result of our RSHE programme of learning, pupils will:

- know and understand what is meant by a healthy lifestyle;
- be able to appreciate difference and diversity;
- develop awareness of safety issues;
- understand that they have a responsibility to make positive contributions to society
- understand the factors that contribute to forming good relationships with others;
- recognise value in themselves and have respect for others;
- understand and manage their emotions;
- understand and manage their transitions through key developmental milestones and life changes;
- demonstrate the attributes to be thoughtful and responsible members of their school, the local community and the global community;
- understand how to become positive, active members of our democratic society;
- develop self confidence and self-esteem;
- understand how to make informed choices regarding personal and social issues.
- Understand that they, and others, have a right to personal choice and to respect differences in opinion.
- Know how to seek advice and information about a topic that is valid, accurate and truthful;
- Consider the implications of their learning on their local, wider and global community.
- Link their learning to the key themes of British Values and consider how these may impact the situations being investigated.
- Apply their learning and understanding to situations now and in their later lives.

4: Management and Organisation

The provision for RSHE in Nursery and Reception (The Foundation Stage) is included in the planning for DfE 'Statutory Framework for the Early Years'. Careful planning and regular evaluation ensures a balanced curriculum, providing a strong basis for future learning in the key areas of RSHE in school.

In Yrs 1- 6 the school has adopted a new thematic curriculum designed to progress and deepen children's understanding at each stage of learning. The curriculum plays a supportive role in establishing strong links to the schools current policies for Behaviour, Inclusion, Thrive and Safeguarding; and is intended to provide first quality learning to all children in school.

The curriculum is structured though a combination of:

- **Discrete curriculum time**
  Each year group has an allocated 60 minute session per week where formal learning in RSHE will take place. Learning is segmented into four-week blocks of work consistent across the school.
- **Teaching through and in other curriculum areas**
  Opportunities for children to revisit key areas of learning are integrated into our 'Cornerstones' creative curriculum and taught as and when appropriate to the needs of the class.
- **Focused assembly times**
  There will be a weekly focus in a whole-school assembly linked to the schools current core theme. Phase Leaders will support this focus with stories and discussion during weekly phase assemblies. Class teachers will provide a weekly class assembly linked to issues that may arise directly as a result of teaching. Weekly class Thrive Assemblies will also support learning in RSHE by providing strategies designed to develop the recognition and regulation of emotions.
- **Whole school activities, events and ethos**
  There will be opportunities for children to focus on RSHE related issues as a whole school, working in mixed classes or year groups to complete challenges, mentoring or activities together. Visitors will enhance children's experiences through discussion of real-life issues and presented first hand. The promotion of the schools Core Values is a task undertaken by all members of staff both discretely, as part of their daily lessons, or spontaneously as situations may require. Key themes of the Core Values underpin our school's RSHE curriculum and Pastoral care programme which promotes awareness of healthy eating,

good mental health, exercise, attendance, positive language, sexist and racist attitudes.

- **Targeted support**
  Children who are directly impacted by the content of our RSHE curriculum will be identified and supported by an effective learning mentor programme that will follow the key principles and content of the curriculum content, in an individualised and responsive intervention.

5: Role of the RSHE Subject Leader

The role of the subject leader is to:

- Hold responsibility for the taught RSHE programme;
- Produce an agreed policy;
- Develop and overview of the RSHE curriculum in school to ensure policy is put into practice;
- Provide advice and guidance to teachers;
- Purchase, organise and store resources;
- Review the policy as necessary;
- Monitor the evaluations of lessons taught and curriculum content;
- Monitor the standard of work completed as part of RSHE in accordance with the school's monitoring and marking policy;
- Remain aware of developments in RSHE, priorities for the school and needs of the children and staff, and act accordingly;
- Co-ordinate whole school events designed to enhance and promote the RSHE curriculum
- Implement, support and monitor an assessment programme that provides clear evidence of children's progression in learning;
- Monitor the promotion of RSHE throughout the school in terms of display, awareness and the responses of both staff and children towards the learning taking place.
- Support and consult with parents in their understanding of the curriculum content and their right to withdraw their child from non-statutory learning in RSHE.

6. Role of the class teacher

The role of the class teacher is to:

- Ensure that the school's RSHE programme of study is delivered in order to ensure that the DfE requirements and the school's intended outcomes for learning in RSHE are met.
- Assess pupils and evaluate topics taught;

- Report to parents about children's progress;
- Take ownership for their own subject knowledge so that the topic can be taught effectively;
- Have a clear understanding of the parents right to withdraw their child from aspects of learning in RSHE and be aware of the curriculum content that this affects;
- Provide alternative, motivating work for children who are withdrawn from aspects of learning in RSHE;
- Ensure that correct and relevant terminology is used when teaching a particular topic;
- Promote positive attitudes towards the subject through their own responses and the learning environment that they provide.
- Follow the schools policy and procedures for reporting safeguarding concerns at all times.
- Set 'ground rules' for RSHE lessons within their class and provide opportunities for children to ask questions.
- Allow opportunities for children to raise anonymous questions that can be responded to as part of class discussions.
- Provide work that is clearly differentiated to support the range of needs within their class.

7: Curriculum Planning

RSHE at Potters Green will be effectively taught through a 'spiral' programme of learning, which is organised into key themes and avoids learning through a series of disconnected issues. Children will revisit these themes each year, with increasing demand being placed upon them to deepen their understanding.

RSHE will be taught by teachers as a discrete unit of work every week to ensure full curriculum coverage. Opportunities to link with learning in the wider curriculum will be made at every relevant opportunity and supported by assemblies, school events and learning mentor support where required. These instances will allow children to revisit their previous learning and apply it to real life context.

The time allocated to each unit of work is designed to be flexible as a result of assessment and evaluation. Regular whole-school focuses, such as Computer Safety, Extremism and Gang Awareness, are included to ensure deeper understanding of the core issues prominent in the schools local community. These themes may differ yearly, based on current climate and events, and may also include issues presented on a country-wide or global scale.

Our curriculum is designed with both preventative and responsive measures in place. We recognise that all children are affected by different daily exposures and life events and aim to inform and support them in the most effective way, through the carefully planned lessons that we provide.

8. Curriculum Delivery

The school aims to cover the key aspects of RSHE education through employing a wide range of teaching and learning styles. Children will bring differing levels of knowledge and understanding to an issue explored through RSHE and it is imperative that a baseline of this knowledge is taken to show each child's starting point. Each lesson will have a measurable learning intention against which progress is assessed, and children will be invited to review their progress regularly using a range of strategies.

Pupils will develop their knowledge through a mixture of class discussion and circle times, partner/small group talk, listening to stories and watching videos, brainstorming, drama and role-play and personal goal setting.

Pupils will assess the human or physical impact of the issues covered, firstly in the context of themselves and their family. Pupils will then progress to applying this knowledge to impact on the local, wider and global community. All learning will be linked to our 'British Values' which will be regularly referred to in context.

Pupils will have opportunities to revisit their learning, reflect on their thoughts and attitudes and ask questions to shape the content of class discussion.

The school uses a DfE-approved curriculum frame-work developed by the PSHE Association. All resources used have been approved and deemed as appropriate for use in a primary school. There are explicit links with the statutory requirements made by the DfE in the Relationships and Health education guidelines. There are also optional units of work included that cover learning in the areas of economics and sex education.

9: Assessment, recording and reporting

The assessment, recording and reporting of pupils' progress will be largely conducted in a way which is consistent with the school's policies.

- The schools marking policy will be adhered to
- Formative assessments will be made in a way that is conducive to ensuring progress in learning. We will record children's baselines and end points for each unit of work.
- We will evidence children's learning through teacher assessment, lesson evaluations, written evidence in RSHE journals, photographs and recordings and quizzes testing the pupils' subject knowledge.
- We recognise that a summative assessment level is inappropriate given the nature of RSHE education and pupil's attainment will not be reported as Expected, Working Towards or Exceeding as in other subjects. Children's progress will be monitored and reported on in a written comment to parents as part of the end-of-year school report.
- Pupils who are identified to need extra support with learning in RSHE will receive this in a number of ways, in or out of the classroom by either a TA or through the

learning mentor programme. Children who are identified as being in need of support through our regular Thrive assessments will receive this support as part of a structured programme. Any support being offered could be for a number of reasons, including the effects of previous life experiences on the child's ability to participate, in understanding the terminology being used or anxiety surrounding particular issues that are being discussed.

10. Equality of Opportunities, Inclusion and Individual Needs

We promote equality of opportunity for all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching in RSHE will take into account the age, ability, readiness and cultural backgrounds of children (including those with English as an additional language) to ensure that they can fully access RSHE education provision. We recognise the right for all pupils to have access to RSHE education learning which meets their needs and will not exclude any pupil from RSHE lessons.

We promote diversity, and inclusion, and will ensure all pupils' needs are met through the use of positive images, accessible information, technological assistance, teaching assistant support, pre-teaching or de-briefing sessions, access to learning mentor support and by regularly reviewing Special Educational Needs Support Plans.

We expect our pupils to consider others needs by showing respect at all times and making positive contributions to learning.

We will use RSHE education as a tool for addressing issues with diversity and ensure equality for all in our consideration of other cultures and traditions in our teaching. Teachers will ensure that work is differentiated to meet all levels of need in their class.

11: Resources

Resources which support this area of the curriculum will be up-to-date, relevant to pupils and presented in ways that are consistent with the fundamental aims of RSHE. Overall responsibility for the resources used is held by the subject leader. Teachers must ensure that they adhere to using the resources recommended by the subject leader. Online resources will be stored in central folders on the school server and organised into year groups. Physical resources such as books, puppets or costumes will be distributed to the appropriate year groups. A variety of resources to support teaching and learning in RSHE education may also be requested termly via the designate library lead, through the SLS subscription service.

12: Sex Education

Current government guidance determines that an education in **Relationships and Health** is a mandatory requirement of any RSHE curriculum in primary school. The guidance also recommends the inclusion of sex education in any school RHSE policy, and that primary schools are to 'determine the content of sex education ensuring that both boys and girls are prepared for the changes that adolescence brings'

At Potters Green, sex education forms part of our curriculum as part of the unit of work 'Growing and Changing'.

Parents have been consulted on the content of this unit of work and have been made aware of their right to withdraw their child from elements of 'Growing and Changing' that are not deemed statutory by the Government guidance on 'Relationship and Health Education' or the Primary National Curriculum for Science.

Our aims and rationale for the teaching of sex education are based on the principles of providing a curriculum designed to inform and offer avenues of support. Sex Education allows pupils the opportunities to develop life skills and a moral framework that will enable them to make positive use of that information. In a world where many children receive information about sex and relationships from a variety of sources, we aim to counterbalance any mis-information and educate children about the reliability of the sources such as social media, websites and word of mouth.

The RSHE curriculum at Potters Green will support pupils with understanding the processes of puberty, and in helping them understand physical and emotional issues relating to sex and reproduction. Primary RSE needs to happen at a time when many children start to experience puberty and show an increased awareness of matters relating to the body and sex. Primary RSE is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way and encourage discussion. Sex education will be taught, monitored and reviewed using methods outlined in this document and forms an integral part of our RSHE curriculum structure.

13: Staffing and staff development

All staff, including support staff, need access to professional development and support that relates to the RSHE curriculum and its delivery. A range of provision will be put in place to support staff with areas including (but not limited to) creating a safe learning environment, reporting safeguarding concerns, teaching children about mental health and remaining impartial in their teaching of sensitive topics.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems. This will be ascertained through: staff discussions, classroom observations and monitoring of planning and books.

14: Partnerships

The school values working in partnership with parents and carers and recognised the vital role that they play as stakeholders. We extend this partnership to included member of the wider community and see this as a valuable resource in creating a cohesive and 'real' programme of education. These partnerships will be promoted through home-school contracts, use of the local community for trips and visits, reporting to parents, regular consultation with parents, social events, participating in community events and making contributions to the community where possible. We will encourage the discussion of topics at home by providing relevant information and offering support where needed.

We will ensure that the parent's right to withdraw their child from aspects of RSHE education is fully explained and will support parents in their decision-making process by offering full and transparent access to the materials that we will be using, and meetings to discuss any concerns that they may have.

The school also values and encourages the involvement of external agencies and services in the areas of the curriculum including the school nurse, LA advisors and community police. All external visitors will adhere to school policies regarding safe-guarding, confidentiality and behaviour expectations.

15: Monitoring, Evaluation and Review

Provision for RSHE, including the personal development of pupils will be monitored, evaluated and reviewed by the Senior Leadership Team and the RSHE leader. This will take place by checking that the whole-school RSHE intended outcomes are met; standards of teaching and learning expected are achieved; there are adequate resources; schemes of work are being taught appropriately and through consultation with staff, pupils, parents and governors. This will follow a whole-school monitoring cycle.

16: Policy Review

This policy will be reviewed in March 2027 by the headteacher and RSHE Leader. It will be reviewed in consultation with staff and governors. This will ensure that any changes or revisions made as a result of ongoing assessment and monitoring are included, and that the RSHE education at Potters Green School meets current DfE guidance and advice.