



The Woodlands Community Primary School

Personal, Social, Health and Economic Education

&

Relationships and Sex Education Policy

Adoption Date: September 2019

Reviewed: November 2025

Next Review Due: July 2025

To include the new RSE guidance

Personal, Social, Health and Economic education

Introduction

The Woodlands Community Primary School ensures that all children receive a high quality Personal, Social, Health and Economic education (PSHE) and Relationships education. Outlined in the Children and Social Work Act (2017), “All schools are required to provide relationships education... and personal, social, health and economic education to pupils receiving primary education.”

Statutory guidance states that, “The education must be appropriate, having regard to age and religious background, and regulations must detail the circumstances in which a pupil can be excused from receiving that education.” The subject of Relationships and Health Education “can support young people to develop resilience, to know how and when to ask for help and where to access support.”

Aims & Objectives

The aims of this policy are to:

- To set out the expectations of PSHE within The Woodlands Community Primary School.
- To outline how PSHE will be delivered across the school.
- To ensure that all members of the school community understand how we support our children in becoming valued members of society.

The aims of PSHE are to enable the children to:

- know and understand what constitutes a healthy lifestyle, including their changing bodies (Yr. 5/6)
- be aware of safety issues, including E-Safety and physical contact
- understand what makes for good relationships with others, different family structures including same sex couples and the meaning of marriage
- have respect for others, tolerance and understanding
- be independent and responsible members of the school community and democratic society
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- have an understanding of their own mental wellbeing and how/when to seek help

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop and establish ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment. In particular, these rules cover the asking and answering of personal questions and strategies for checking or accessing information.

Teaching and learning

PSHE should enable children to become healthy, independent and responsible members of society. As a school, we use SCARF (Safety, Caring, Achievement, Resilience, Friendship), which is a scheme that follows the statutory content within the National Curriculum.

Curriculum: SCARF PSHE will be taught explicitly through dedicated lessons, integrated across the curriculum, and reinforced through various school activities and events. The SCARF resources and framework will be utilized to ensure a comprehensive coverage of topics, including social and emotional skills, health and well-being, relationships, living in the wider world, and economic education. The statutory content includes: drug education, financial education, relationship and sex education (RSE), families, relationships and their differences, first aid and the importance of physical activity and diet for a healthy lifestyle.

Whole-School Approach: SCARF PSHE will be embedded in the whole-school ethos, incorporating positive behaviour regulation strategies, values education, and regular opportunities for reflection and discussion. It will be integrated into the school's policies, practices, and initiatives to create a consistent and supportive environment.

At The Woodlands, we encourage our pupils to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth. PSHE and RSE are taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules are established at the beginning of any lessons, in addition to those already used in the classroom, including appropriate use of language and the asking and answering of personal questions.

In order to protect children's privacy, we employ strategies which enable them to discuss issues without disclosing personal experience. For example, using fiction, puppets, case studies and role-play, to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Whole-school Approach:

- There are weekly lessons, led by the class teacher. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour through scenario examples.
- Much of the curriculum is delivered through oral and practical activities, as well as written work as deemed appropriate by the class teacher. Discussions are recorded and collated in a class folder (purple).
- Where appropriate, pupils will record or investigate their work using a variety of mediums including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in English; understanding of the body and staying healthy in Science and PE; keeping safe on the internet in ICT and beliefs, values and practices in RWV.
- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunchtimes, opportunities exist for playing co-operatively using play equipment.
- Throughout the PSHE curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our Wow Assembly every Friday and half-termly Respect Rewards celebrate personal achievement and rewards thoughtful, caring behaviour as well as encompassing our school's RESPECT characteristics we encourage. Our Golden Time/team points behaviour system acts to encourage and empower the children throughout the day.
- We also develop PSHE through activities and whole school events, for example Anti-Bullying Week, Black History Week and Sports day.

Assessment:

We use ongoing formative assessments to evaluate students' knowledge, understanding, and skills development through observations during lessons, discussions and written work. This allows teachers to judge whether a pupil is working 'below ARE, at ARE or Greater Depth'.

Monitoring and review:

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

The Subject Leader supports colleagues in their teaching of PSHE by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

Teacher Training and Support:

Staff will receive appropriate training and professional development opportunities to enhance their knowledge and confidence in delivering effective SCARF PSHE lessons. Regular staff meetings and collaboration will facilitate sharing best practices and resources.

Parental and Community Engagement:

We value the involvement of parents and the wider community in promoting the well-being of our students. We will provide regular communication, workshops, and resources to engage parents and carers in supporting their child's social, emotional, and health education.

Extended implementation:

Implementation - PSHE Integration in the Curriculum:

Cross-Curricular Approach: PSHE education will be integrated into various subject areas, such as English, Science, Mathematics, and Humanities, to ensure a holistic approach to learning. Teachers will identify opportunities within their subject areas to address PSHE-related themes and objectives.

Theme-Based Learning: Some PSHE topics will be explored through dedicated theme-based learning units, allowing for in-depth exploration and cross-curricular connections. These units will incorporate a range of subjects, including art, drama, and physical education, to enrich students' understanding and engagement.

Explicit PSHE Lessons: Dedicated PSHE lessons will be taught regularly, covering specific topics from the SCARF PSHE program. These lessons will provide a safe space for students to discuss and explore sensitive topics, develop critical thinking skills, and enhance their social and emotional competencies.

Differentiated Teaching and Learning: Teachers will adapt their teaching strategies to meet the diverse needs and abilities of their students. Differentiation techniques will be employed to ensure that all students are appropriately supported and challenged within the PSHE curriculum.

Real-Life Connections: PSHE lessons will emphasize the practical application of knowledge and skills in real-life situations. Students will engage in problem-solving activities, case studies, role-plays, and discussions to develop their understanding and ability to apply PSHE concepts to their everyday lives.

Guest Speakers and External Resources: We will invite guest speakers, experts, and external organizations to enhance the PSHE curriculum by providing real-life experiences, sharing relevant expertise, and delivering workshops on specific topics. These opportunities will broaden students' perspectives and enrich their learning experiences.

Links to Current Affairs: PSHE lessons will explore current affairs and global issues, encouraging students to think critically about societal challenges, diversity, sustainability, and ethical dilemmas. This approach will foster a sense of responsibility and active engagement with the world around them.

Teaching and Learning: Early Years Foundation Stage

Personal, Social and Emotional Education (PSHE) is one of the three Prime Areas and we teach PSHE as an integral part of the topic work covered during the year through the Early Learning Goals (ELGs). All areas of learning are important and inter-connected, but the Personal, Social and Emotional Development (PSED) area is vital for building their capacity to learn, form relationships and thrive.

The EYFS Framework states that:

PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. These are taught within Topic lessons, circle time, story time and role-play.

It also splits the Prime Area into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others do. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or do not need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, understand, and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

A child must achieve the age-related expectation in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.

Relationships and Sex Education

Aims & Objectives

This policy sets out details of Relationships and Sex Education (RSE) at The Woodlands Community Primary School and should be read in conjunction with other relevant policies, including: PSHE, EYFS Curriculum, RWV, Pastoral Care and Pupil Support, Behaviour Regulation and Anti-bullying and Child Protection and Safeguarding policy and procedures.

RSE is lifelong learning about physical, moral and emotional development. At The Woodlands Community Primary School, our role is to support pupils as they move through the stages of childhood and into adolescence. The aim of RSE is to provide children with age appropriate information, to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

What is RSE?

In most instances, the term *Relationships and Sex Education (RSE)* is used rather than *Sex Education*. This is to stress that sex education needs to go beyond biological information.

In our school, relationship and sex education is life-long learning about physical, moral and emotional development. It is about the understanding of family life, stable and loving relationships, respect, love and care. As a school, we understand that families come in different forms and we aim to ensure that pupils who do not feel their home life matches up to this 'ideal' will feel alienated and undermined. What constitutes a happy and caring home life can vary greatly and has more to do with the quality of relationships than family structure.

In Year 5 and 6, RSE does not incorporate the teaching of intercourse or conception. The curriculum will only cover the biological changes in their bodies as they approach adolescence. It is not about the promotion of sexual orientation or sexual activity.

What are the main elements of RSE?

There are three:

Personal and social skills.

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of differences and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Attitudes and values.

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Knowledge and understanding (age-appropriate)

- Physical and emotional changes during puberty
- Scientific names for body parts
- Learning and understanding physical development of appropriate stages.

Teaching and Learning – RSE

Our relationship and sex education provision is fully integrated within our PSHE programme and delivered by class teachers; it is developed through these broad themes:

- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthier, safer lifestyle; and developing good relationships and respecting differences between people.

Some elements of RSE are delivered so that they are addressed progressively in each year and in a manner that is appropriate to the development of pupils at particular ages. However, RSE is integrated into the curriculum so that is not seen as 'special' by pupils but as a part of normal learning.

The following framework for RSE outlines the areas are covered and when at The Woodlands:

Foundation Stage:

- Find out about and identify some features of living things, objects and events they observe.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Form good relationships with adults and peers.
- Dress and undress independently and manage their own personal hygiene.

Key Stage 1:

Through the statutory Science curriculum:

- know that animals, including humans, move, feed, grow and reproduce;
- know that humans and other animals can produce offspring and these grow into adults;
- recognise and compare the main external parts of the bodies of humans and other animals;
- recognise similarities and differences between themselves and others, and to treat others with sensitivity.

Through the non-statutory PSHE curriculum most relevant to RSE:

- know about the process of growing from young to old and how people's needs change
- know the names of the main parts of the body;
- know rules for and ways of, keeping safe, and about people who can help them to stay safe;
- recognise how their behaviour affects other people;
- identify and respect the differences and similarities between people;
- know that families and friends should care for each other.

Key Stage 2:

Through the statutory Science curriculum, learn:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction;
- about the main stages of the human life cycle; including conception and birth (Year 5/6)
- that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful [for example, in causing disease].

Through the non-statutory PSHE curriculum most relevant to RSE:

Year 3/4

- to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable and unacceptable;
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Year 5/6 – the above is also covered in Upper KS2 in addition to:

- to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- about how the body changes as they approach puberty including menstruation and changes to body parts
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

In year 5/6, boys and girls may be separated for discussions with class teachers to give information specific to them (e.g. periods). We shall attempt to deal with questions in a sensitive, open, and honest way.

Working with Parents/Carers

As a school we feel that it is important to share with parents a clear view of what will be explored through our RSE programme.

Parents/Carers have:

- An entitlement to be consulted, informed and have access to information about the school's RSE programme, pastoral support for pupils and policy development
- An entitlement to be informed about the right of parents to withdraw their children from RSE lessons.

Right to excuse your child from RSE lessons (*DFE Relationships Education, Relationships and Sex Education, Health Education, February 2019*):

- 46. "Parents have the right to request that their child can be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes

are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.”

- 47. “Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of a child hearing their peers’ versions of what was said in classes, rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home.”
- 48. “This process is the same for pupils with SEND...”
- 49. “Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.”

Provision

In addition to the taught RSE programme, we provide valuable additional information for children including:

- Provision of a range of appropriate books, videos and leaflets about RSE topics
- ‘One off’ talks and workshops run by staff or local support organisations
- Health information ‘clinics’ on the school site run by the school nurse or local youth workers can be arranged.

We believe that RSE is best led by teachers known to and trusted by the children rather than by outsiders. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have. Over-use of outsiders can result in RSE becoming sensationalised and not being integrated into the normal curriculum. It may give out the message to pupils that teachers cannot or will not discuss sex-related issues. Contributions from visiting speakers are carefully managed and supported by teaching staff.

PSHE and RSE

Involving the Whole School and Wider Community:-

The Woodlands School Council – The Junior Leadership Team (JLT)

The School Council at The Woodlands is elected through a fair and democratic process. Each September, children in all year groups present their manifesto to the class and explain why they would make a good class leader and what they would do to make the school an even better place. The whole class then votes for their selected candidate. Once elected, the class leader meets with Mr Baker regularly to plan and write the agenda for each meeting. Their job as class leader is to feedback the key information from each meeting to their class. They are to then gather any ideas that their class may have ready for the next meeting. Having representatives from each class makes sure that the children's voices are heard and involves all children in the decision making.

In Year 6, children have the opportunity to campaign to become House Leader and Vice House Leader. During this process, the children present their manifesto to their respective houses in which the children vote for the person they wish to represent their house as part of the JLT.

By the development of the JLT, we aim to ensure that the pupils will experience the process of democracy in school. We teach them how society is organised and governed and about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The Role of PSHE Co-ordinator

The PSHE leader receives and disseminates training as part of their role and responsibilities in order to lead on the development of the school's policy and practice and to monitor its implementation.

The Role of Teaching Staff

- To remain up to date with changes in the teaching and learning of the new PSHE curriculum in order to teach lessons according to National Curriculum expectations for their year group.
- To ensure PSHE lessons in their year group are taught in a non-judgemental environment where pupils feel safe to express their viewpoints.
- To adhere to the Safeguarding and Keeping Children Safe in Education policies should a child disclose a concern.

The Role of Governors

The governing body is met and informed of current practice and policy developments periodically.

Working with Parents and Carers

We recognise the key role that parents and carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHE. We encourage this partnership by:

- informing parents and carers of forthcoming PSHE topics and their learning content in the Parent Overview

- providing supportive information about parents'/carers' role in PSHE and how they can develop and protect their children through our Home/School Link service
- inviting parents/carers to discuss any concerns about PSHE on an informal basis;
- parents and carers are given access to this policy on request. It is also available on the school website.

Involving the Children

We recognise that an interactive approach to PSHE will better develop the skills of our children, and that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHE in ways appropriate to their age, for example:

- we encourage children to ask questions as they arise, either at the time or by providing classroom Chatterboxes;
- we ask children to reflect on their learning and to set goals for future learning.

Equality

At The Woodlands we teach PSHE to all children, regardless of their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Special Educational Needs and Disabilities (SEND)

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE. This is in liaison with the SENDCo and PSHE Coordinator.

English as an Additional Language (EAL)

Teaching and resources will be given in the child's home language where appropriate. Use of pictures and diagrams can be used as aids.

Safeguarding and Child Protection

The nature of PSHE and RSE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We follow the procedures outlined in other policies such as Safeguarding and Promoting the Welfare of Children, Behaviour / Discipline and Sanctions and Health and Safety. This is in accordance with the Keeping Children Safe in Education (2019) statutory guidance.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the DSL as soon as possible in line with our Safeguarding and Promoting the Welfare of Children. A member of staff cannot promise confidentiality if concerns exist. Refer to the Safeguarding Policy for further guidance.

Answering Questions

We acknowledge that sensitive and potentially difficult issues can arise in PSHE and RSE lessons, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE and RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed, whether they should answer it, they should seek guidance from the PSHE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. Teachers may choose to use the class 'Chatterbox', where questions may be asked anonymously.

Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers must pass this information to the Designated Safeguarding Lead (DSL) in line with school policy and procedures for safeguarding and child protection.

Link with other policies:

- Relationship and Sex Education, PE and Science policies - link with Personal and Health Education strands.
- Behaviour and Anti-Bullying - links with citizenship/social education.
- Equal Opportunities policy - links with the Personal and Social Education strands.
- Health and Safety Policy - links with the Health Education strand.