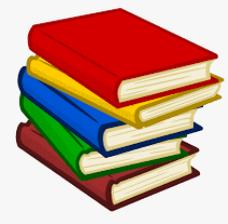
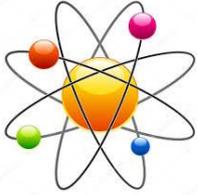




## PSHE and RSHE CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical education	Personal, Social and Health Education		

## **Introduction**

This policy outlines New Haw Community School's approach to the Personal, Social and Health Education (PSHE) curriculum and the Relationships, Health and Sex Education (RSHE) curriculum. It will cover how we as a school promote equality for all, both within and outside of the classroom, through the attitude of our staff and students, the school ethos and our teaching. From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide relationships education. Primary schools may choose to provide sex education other than that covered by the Science curriculum. It is compulsory for all schools including academies and free schools, but not independent schools, to provide Health education.

We recognise that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help. We acknowledge that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, PSHE and RHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## **Policy development**

This policy was developed by the RSHE and PSHE coordinator, in consultation with staff, pupils and governors. The school has also worked closely with parents by establishing open communication and ensuring they were/are consulted in the development and delivery of the curriculum.

Due to the overlapping nature of RSHE and PSHE, the two policies have been combined. This policy has been in consultation with staff, pupils and governors.

## **Vision**

New Haw Community School's RSHE and PSHE curriculum will equip pupils with the knowledge, skills and attributes they need to successfully manage their lives, now and in the future. We will help pupils to stay healthy, safe and prepare them to play an active, positive and successful role in today's diverse society. The curriculum will help pupils to achieve their academic potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Pupils will develop skills and aptitudes like collaboration, communication, sound judgement and resilience, which are crucial to navigating the challenges and opportunities of the modern world. RSHE and PSHE, combined with the school's ethos and behaviour expectations of both pupils and staff, will support our pupils to become adults who can manage risk and make informed choices.

## Curriculum design

### Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Year 3	Being a good friend	Privacy and permission	Different families and groups	Being part of the community	Having a healthy lifestyle		The value of money
Year 4	Our strengths, skills and interest	Treating each other with respect	Dealing with feelings, bereavement and loss	Rights and responsibilities	Keeping safe outside	Drugs common to everyday life	How we grow and change
Year 5	Resolving conflict	What decisions can people make with money?	How can we keep healthy?	How can drugs common to everyday life affect health?	Discrimination	Digital resilience	How we grow and change
Year 6	Peer pressure	Keeping physically safe	Careers	Mental Health	Building resilience		How babies are conceived and born

## Rationale

PSHE and RSHE at New Haw is taught through a clear and comprehensive scheme of work. The PSHE and RSHE curriculum is built around the core themes of Health and Well-Being, Relationships and Living in the Wider World. Statutory Health Education and Relationships Education guidance, published by the DfE, has been used to inform planning. PSHE and RSHE is delivered through a spiral curriculum. As children progress through key stage 2, they revisit the three key themes, each time accessing them at a deeper level. As pupils grow and develop, they will encounter many first experiences, from making responsible decisions about friendships to choosing their career path. Therefore, the curriculum has been planned to encompass not just the first experiences children will encounter at New Haw Community School but those they will experience when they leave us.

Due to the continuous developments in technology and greater opportunities for children to interact online, at New Haw we recognise that many children already have active online lives. The knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate behaviour. Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and to keep themselves safe.

Health Education is mandatory under Relationships Education. This will give pupils the vital skills and strategies and awareness to manage their own mental health. Topics include: physical health benefits to mental health, sleep, first aid, positive and emotional wellbeing and learning when and how to get help, as well as tackling the stigma of mental health. Importantly, it outlines the link between physical and mental health, and how one can impact

on the other. At the end of Year 4, children will be introduced to the changes that occur during puberty and this will be revisited and developed in both Year 5 and Year 6.

We acknowledge that PSHE cannot be taught solely in PSHE lessons. Therefore, at New Haw, it is part of a whole school approach and our curriculum provides a range of opportunities for children to make links to other areas of learning and explore a wide range of social, moral, cultural and behavioural issues. For example, in RE, English, history and geography pupils will explore the complex and sometimes conflicting range of values and attitudes they will encounter in the wider world. Other aspects of the PSHE curriculum, including keeping healthy and safe, will also be taught through science and computing lessons.

In their final term, Year 6 will include a unit on Sex Education, which builds on the related biological knowledge covered within the Year 5 science curriculum. Though not a statutory requirement, the decision was made to include Sex Education in Year 6, primarily to ensure that children received accurate information, rather than relying on the misconceptions obtained through playground discussions. Each unit's content is planned based on the needs and maturity of pupils and so will be regularly reviewed to ensure it remains current and impactful.

## **Assessing progress**

At New Haw we have carefully considered what it means to 'get better' at PSHE and RSHE. Please see the progression grids attached at Appendix A.

Assessment at New Haw is continuous. Low-stakes checks, for example, are built into many lessons to ensure that children know and remember more. Ongoing formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning. Children's learning will be monitored regularly in relation to the RSHE National Curriculum objectives. These objectives are organised according to key stage and provide a diverse range of opportunities to assess children's knowledge, understanding and skills.

Children record one example of work from each unit in a PSHE book which travels through the school with them, building a body of work that reflects their growing knowledge, understanding and skills. At the end of each unit, children complete a reflection or evaluation sheet where they record what they have learnt and how this may impact upon their lives or views.

## **Delivery**

In all year groups, children are taught PSHE and RSHE by qualified teachers. At New Haw, teachers are provided with regular CPD opportunities, designed to increase their subject knowledge. Teachers use a variety of teaching strategies, resources and stimuli in order to stimulate discussions and allow children to deepen their understanding.

PSHE is taught as a discrete subject. Class teachers aim to allocate a minimum of 30 minutes each week to PSHE, with lessons following the planned whole-school programme of study. Through this programme of study, we cover the National Curriculum guidance for PSHE (as recommended by the PSHE Association).

In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular activities (including science, PE, English, RE, computing, history and geography).

PSHE will also be addressed on a daily basis as topics, questions and incidents arise. At times, teachers may choose to hold an additional circle-time or reflective session in response to a particular topical event or issue.

Whole-school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement. On those days that whole-school assemblies are not held, daily acts of worship occur within each classroom, focusing upon current important events, other faiths, mental well-being or the fundamental British values.

RSHE is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education curriculum, which is taught weekly. RSHE is also taught within science, physical education, computing and religious education. Sometimes these sessions may also be taught explicitly.

## **Roles and responsibilities**

Teachers are responsible for:

- delivering a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements;
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- ensuring they do not express personal views or beliefs when delivering the programme;
- modelling positive attitudes to relationships and health education;
- responding to any safeguarding concerns in line with the Child Protection and Safeguarding policy.

The headteacher is responsible for ensuring that PSHE and RHE are taught consistently across the school.

Pupils are expected to engage fully in RHE and, when discussing issues, treat others with respect and sensitivity.

## **Dealing with questions**

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session using the acronym ROCK, which stands for Respect, Openness, Confidentiality, and Kindness.
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg post it notes/question boxes will be provided.
- Clarity about the topics being taught will be shared with pupils.
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion. Following the lesson, the teacher may then speak with the child regarding their question.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact with parents in the first instance.

## **Enrichment**

We seek opportunities, wherever possible, to enhance our PSHE and RSE curriculum so that children gain a greater understanding of their local community and the wider world. Visitors are invited into our school to broaden their cultural and world views. These include music and dance workshops, visits from religious leaders and talks from parents. For example, our 'Golden Futures' initiative provides children with the opportunity to learn about a wide range of career options and the pathways to achieve them.

Trips are also used to deepen the children's understanding. For example, in Year 6, the children visit the Juror's chairs in Runnymede and use this as inspiration to reflect on challenges people have faced and how the world has changed.

The school also works closely with the Hampshire Library Service, who provide the school with up-to-date books, linked to the different topics covered in PSHE. The books can then be accessed either through the school library or picked out from the classroom library. By using relatable fiction and non-fiction, we believe the children gain a greater understanding of themselves and others.

In addition, the school offers a variety of clubs to broaden the children's experiences. The school provides an after-school debate club, where children are given the opportunity to participate in debates, which tackle various topics. As part of the club, the children are also given the opportunity to debate with other local schools. The children's understanding of democracy is further developed through clubs such as 'Eco-Warriors' and 'our 'School Council' (each consisting of two elected members of each class). Eco-Warriors focus on issues that impact our local community and the wider world, by promoting sustainability, improving the school's carbon footprint and supporting local wildlife, for example, through the development of the Attenborough Garden. School Council focuses on improving our school life. For example, in 2020-21 members of the School Council were heavily involved in creating, promoting and implementing our new school anti-bullying policy.

More recently we have also participated in Roehampton University's mental health app development which aims to teach primary children the benefits of supporting everybody to improve their mental health.

## **Inclusion**

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

## **Monitoring impact**

The PSHE co-ordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, work-sampling, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and identified key priorities form the basis of coordinator action plans. These then feed into the school development plan.

## **Coordinator**

The PSHE coordinator at New Haw is Sam Fanzo.

## **Review**

This policy was last reviewed on 18<sup>th</sup> June 2021, and will be reviewed again in summer 2022.

