



Personal Social Health Economic Education (PSHE) and Relationships and Sex (RSE) Education Policy

This Policy was produced by Catherine Fletcher and Jo Keeble in consultation with the Executive Head Teachers, Parents & Governors of Wellington Primary School and Nursery.

May 2021

Review date: May 2022

Rationale and Ethos

“Working together to succeed.”

We aim to educate our children to the highest possible standard in an inclusive school that is rooted in our local community and values and which celebrates their diverse backgrounds and talents.

At Wellington Primary School and Nursery personal, social, health and economic education (PSHE) is an embedded part of our broad, balanced curriculum. It is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. 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 PSHE programme can tackle barriers to learning and raise aspirations for our pupils. Our programme aims to assist children and young people 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.

Our Vision and Aims

Our vision is to be a place of great love and great learning, built upon our values of respect, helpfulness, generosity and co-operation, where everyone thrives on encouragement, support and challenge in a stimulating and nurturing environment.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) & Relationship, Sex and Health Education (RSHE) through the ‘My Life’ scheme of work. and deliver accurate, relevant and age-appropriate information to pupils. This will ensure that our children will achieve their full potential and leave our school prepared for the demands of society in their future. Relationships education is defined as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of healthy relationships, relationships online and the emotional, social and physical aspects of growing up.

We aim to teach children about PSHE and RSHE in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum of both content and skills, which



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takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the RSHE strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

Teachers make PSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/ small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities.

Legislation

What is PSHE and RSHE Education?

From September 2020, 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, make Relationships Education and Health education **compulsory** for all pupils receiving primary education. It involves learning about the many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education includes basic first aid, mental wellbeing, physical health and fitness, hygiene and puberty.

At Wellington Primary School and Nursery we believe that **RSHE** equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives and know how to keep themselves safe and healthy. We also believe that a complete PSHE curriculum is important to ensure that pupils have a well-rounded and rich curriculum, which covers a range of life skills and social education, despite not being a statutory requirement. This part of the curriculum involves learning about being part of a community, the role money plays in their lives, rights and responsibilities and caring for the environment.

How does our PSHE and RSHE curriculum help Wellington Primary School and Nursery fulfil its statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

PSHE education makes a major contribution to schools fulfilling this duty.



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Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.'*)
- Promote community cohesion (Education and Inspections Act 2006; Education Act 2002).
- The EYFS Statutory Guidance (March 2021) in relation to the legislation (The learning and development requirements are given legal force by an Order 2 made under section 39(1)(a) of the Childcare Act 2006 and The safeguarding and welfare requirements are given legal force by Regulations 3 made under section 39(1)(b) of the Childcare Act 2006); states every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.
- The Statutory framework is split up into 7 different areas of learning which are all inter-connected.
- The seven areas of learning are split into two sections, 'Prime areas- Personal social and Emotional Development, Communication and Language and Physical Development' and 'Specific Areas- Literacy, Mathematics, Understanding the World and Expressive Arts and Design'. The prime areas are important because they build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.
- The Statutory Guidance areas of learning that specifically links to PHSE/RSE are as follows:
Personal, Social and Emotional Development (PSED): Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their

cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling



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and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- **Physical Development:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- **Understanding the World:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The importance of celebrating diversity within Relationships Education

We strive to promote **equality** through all aspects of our Relationships teaching. As such, our curriculum promotes **tolerance and acceptance**. Just as we encourage Wellington Primary School and Nursery children to celebrate their many different talents, strengths and aspirations, we also aim to promote the celebration of diversity among cultures, traditions and religions. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act-2013') and to include LGBTQ+ education as part of diverse families. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully support the notion that children should be taught about different families and relationships that typify growing up in modern Britain.

Who delivers the Relationships Education Curriculum?

All Relationship lessons are taught by teaching staff, who are trained in delivering the specific content of the lessons. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Each class will create their own 'rules for respect' to help establish a safe place where pupils can share their thoughts, opinions and ideas, and explore sensitive topics. Staff will be fully aware of the children in their class and the sensitivity which might need to be acknowledged when delivering particular units. Each unit in the My Life curriculum has teacher notes and supportive materials to aid in discussion and preparation of lessons. The Executive headteachers and Acting Head of School will be responsible for liaising with the PSHE coordinator and working party of parents/carers and pupils and ensuring that feedback is reviewed and fed forward into curriculum design and policies, where appropriate. The Executive headteachers and Acting Head of School will also assist the PSHE coordinator to facilitate PSHE and RSHE training and CPD, when needed.



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The PSHE coordinator and Acting Head of School will monitor the progression of the subject, observing lessons and reviewing feedback from teachers to help to adapt and develop the curriculum content and ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy with the Executive Headteachers and Acting Head of School. The PSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE curriculum with the help of the My Life curriculum scheme.

Curriculum Design

PSHE and RSHE – Subject Content

At Wellington Primary School and Nursery we use the My Life programme which sequences PSHE and RSHE learning into age appropriate units which show progression across Year 1 – Year 6. The topics have been carefully arranged in order to create a spiral curriculum of both content and skills. This provides a rigorous structure with in-built progression where topics are regularly revisited through the key stages to ensure that understanding and skills are developed in an age-appropriate way. This enables children to grow in confidence when taking part in discussion, debates and when exploring current issues within PSHE education.

The units are categorised into three strands: Relationships, Health and 'Living in the Wider World'. These three strands are mapped against the statutory Relationships and Health Education guidance as well as the 'Living in the Wider World' objectives from the PSHE Association Programme of Study. As well as developing specific subject content, lessons build the key skills from the PSHE Association's Programme of Study: personal effectiveness; interpersonal and social effectiveness; and managing risk and decision making. Topics throughout the resource address online safety, sex education, puberty and making healthy choices, all of which support safeguarding while promoting life skills for children, such as empathy, identification of feelings, self-care, respect, money management and an understanding of the world around them. Increased time spent online means that, more than ever, children need to understand how to interact, form friendships and deal with situations in an online world. This is a key theme throughout the programme and it is integrated from the beginning of KS1 to ensure that children understand how to keep themselves safe and happy online. EYFS Personal, Social, Emotional development (PSED) will be taught using the units and content in the table below.

The Early Years Foundation Curriculum (EYFS)

At Wellington Primary School and Nursery we follow the non-statutory curriculum for the foundation phase (Development matters). It sets out pathways of children's development in broad ages and stages from birth to 5 years (end of Reception). The curriculum is taught through a variety of methods; through play, by adults modelling, by observing each other, through organising enabling environments and through guided learning and direct teaching.



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PSHE:

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

<p>3 & 4-year-olds will be learning to:</p>	<p>3 & 4-year-olds will be learning to:</p>	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in reception will be learning to:</p>	
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>See themselves as a valuable individual.</p>	
<p>Develop their sense of responsibility and membership of a community.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Understand gradually how others might be feeling.</p>		<p>Think about the perspectives of others.</p>
	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>		<p>Build constructive and respectful relationships.</p>	<p>Manage their own needs.</p>
			<p>Express their feelings and consider the feelings of others.</p>	
			<p>Show resilience and perseverance in the face of challenge.</p>	
			<p>Identify and moderate their own feelings socially and emotionally.</p>	



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Physical Development:

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision heWellington Primary School and Nursery with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>3 & 4-year-olds will be learning to:</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a</p>	<p>3 & 4-year-olds will be learning to:</p> <p>plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Observation checkpoint</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>3 & 4-year-olds will be learning to:</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Observation checkpoint</p> <p>Children in reception will be learning to:</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - hopping - skipping - climbing 	<p>Children in reception will be learning to:</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Children in reception will be learning to:</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>
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<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Children in reception will be learning to:</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene

Understanding the world:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.



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3 & 4-year-olds will be learning to:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

3 & 4-year-olds will be learning to:

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

3 & 4-year-olds will be learning to:

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about the differences between people.

3 & 4-year-olds will be learning to:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in reception will be learning to:

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Children in reception will be learning to:

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Children in reception will be learning to:

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Children in reception will be learning to:

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Children in reception will be learning to:

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.



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INSERT PROGRESSION/CONTENT GRIDS HERE Y1 – Y6.

KS1:

- 1.1 Feelings and Special People
- 1.2 Staying Safe
- 1.3 Healthy Me
- 1.4 All Around Us
- 1.5 Money Matters
- 2.1 Different Types of Families
- 2.2 Healthy Bodies
- 2.3 Feeling Included
- 2.4 Healthy Minds
- 2.5 Caring for the Environment and Social Responsibility

KS2 (Lower KS1)

- 3.1 Safety Online
- 3.2 Celebrating Achievements and Being Resilient
- 3.3 Being Part of a Community
- 3.4 Exercise
- 3.5 Stereotypes
- 3.6 What I Like
- 4.1 Nutrition and Dental Health
- 4.2 Human Rights
- 4.3 Emergency Situations
- 4.4 Respect
- 4.5 Money Matters
- 4.6 Falling Out and Making Up



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KS2 (Upper KS2)

- 5.1 Body Image**
- 5.2 Bereavement and Loss**
- 5.3 Fake News**
- 5.4 Life in Plastic**
- 5.5 Puberty**
- 5.6 Changes in Friendships**
- 6.1 Drugs and Alcohol Education**
- 6.2 Sex Education**
- 6.3 Mental and Emotional Health**
- 6.4 Global Sustainable Development Goals**
- 6.5 E-Safety and Social Media**
- 6.6 Anti-social Behaviour and the Role of Police and the Law**

As part of the children's **statutory Science Curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In Year 5, as part of the **statutory Science Curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships Curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher.

Due to the class structures changing on a year basis depending on year group numbers the upper KS2 content is taught specifically to years 5 and 6 only.



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Stakeholders

Relationship Education – Parents, Carers and Partnerships

At Wellington Primary School and Nursery we believe clarity is essential and welcome any discussion with Parents and Carers which will inform conversations at home about 'Relationships'.

We endeavour to have a strong partnership with parents and carers and will always aim to be transparent and communicate what is being taught and when. We believe that together we can address misconceptions pupils may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people and how to be responsible and accountable members of the community and world. In order to enhance our PSHE provision we will welcome external speakers and friends of the community into school to share their expertise, if necessary or appropriate. Any booking of external speakers will adhere to the "External speakers" Policy

We will provide parents/carers with recommended picture and chapter books to support their own understanding of the curriculum as well as support their children through story time, discussion and signposting to age appropriate resources. All teaching materials and resources used will be available to parent/carers to ensure full transparency of both content and pedagogy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSHE that will affect our children's lives so fundamentally - both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSHE, then they should ask to speak to the PSHE Lead or a senior member of staff, who will be able to provide more specific information on curriculum and resources that are used in the PSHE or RSHE Curriculum.

Relationship & Sex Education – Right to Withdraw

From September 2020, Relationships Education will be statutory for all children, in all primary schools. This means that parents and carers cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum. If parents/carers choose to withdraw their child/ren from the Sex education lessons they can speak to the PSHE coordinator, Acting Head of School and Executive Headteacher to arrange alternative provision during these lesson times.

Parents and carers can view Wellington Primary School and Nursery's progressive and developmental PSHE & RSHE Curriculum on our website to see how it has been carefully considered to build on the children's prior learning. Our 'My Life' curriculum of work is engaging, inclusive and always age-appropriate.



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Parents and carers are very welcome to speak to the PSHE Lead or a senior member of staff about specific sessions and their precise content in order to gain a full understanding of their content and how they will be taught. We are confident that these stage-appropriate lessons fit into Relationship education in a purposeful and meaningful way.

Safe and Effective Practice

Confidentiality & Safeguarding – Keeping Children Safe

At Wellington Primary School and Nursery, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes make available a class 'question box', which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed, so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's Policy for Safeguarding and Child Protection, Wellington Primary School and Nursery is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, Wellington Primary School and Nursery staff have received training on the new statutory guidance; 'Keeping Children Safe in Education,' which came into force in September 2019 and which details fresh guidance for 'Teaching online Safety in school'.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within PSHE and RSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence, where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Wellington Primary School and Nursery's policy on Safeguarding and Child Protection.

Sample 'Rules for Respect'.

- Everyone has the right to be included.
- Everyone has the right to be listened to.
- Anything confidential that is shared in class shouldn't be discussed with other people outside of the classroom.



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- People have the right not to share personal experiences or take part if they don't want to.
- We will respect people's views even if we don't agree with them.
- We will use the correct vocabulary relating to the units we are studying without people being offended.
- We will agree that it's OK to get things wrong and we shouldn't make fun of people for this.
- There are no 'stupid' questions and people should not be afraid to ask questions.

Assessment, Monitoring & Reporting

Self-assessment is a vital part of learning in PSHE and RSHE.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the 'My Life' scheme and resources provided.

Pupil voice is also a key feature of our learning at Wellington Primary School and Nursery. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parent and carers will also be invited to share their feedback on all aspects of the PSHE and RSHE curriculum.

Staff who deliver the PSHE and RSHE curriculum will critically reflect on their teaching and best practice can be shared at PSHE reviews, training sessions or staff meetings.

The PSHE Lead will have regular informal meetings to monitor planning and children's work to help provide further relevant training opportunities.

Comments on children's learning and progress in PSHE and RSHE, as part of their learning in PSHE, should be reported to parents and carers informally at parent consultations. Reporting takes place more formally on their end of year school report in July.

Relationship Education – Where to find information

Our inclusive "My Life" PSHE and RSHE curriculum forms a core part of our PSHE and RSHE teaching and covers the statutory elements of RSHE as well as a fuller, richer PSHE curriculum. Details of this curriculum can be found on the school website or by speaking to the PSHE coordinator. Useful books are also available for parents to view in school.

References: Will add as end notes!

Relationships Education, Relationships and Sex Education and Health Education guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Children Act 2004:

<https://webarchive.nationalarchives.gov.uk/20130403214153/https://www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf>



Personal Social Health Economic Education (PSHE) and Relationships and Sex (RSE) Education Policy

Education Act 2006:

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Education and Inspections Act 2006; Education Act 2002:

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Website - For Children, Teachers and Parents

Healthy Eating/ Physical Activity

<https://campaignresources.phe.gov.uk/schools>

<https://www.bbc.co.uk/teach/super movers>

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://www.gonoodle.com/>

<https://www.youtube.com/watch?v=d3LPrhI0v-w> Joe Wicks

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://www.schoolwellbeing.co.uk/>

SRE

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

<http://www.sexeducationforum.org.uk>

<https://www.brook.org.uk/>

Bullying/ Healthy Relationships

<http://www.bullying.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

<https://www.ceop.police.uk/safety-centre/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

Emotional Health

<https://www.mentallyhealthyschools.org.uk/>

<https://www.annafreud.org/what-we-do/anna-freud-learning-network/>

<https://www.minded.org.uk/>

<https://childline.org.uk/>



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<http://www.youngminds.org.uk/>
<https://www.childline.org.uk/>
<https://www.place2be.org.uk/>
<https://www.mentalhealth.org.uk/>
<https://mindedforfamilies.org.uk/young-people/>
<https://www.childrensociety.org.uk/back-to-school/childrens-well-being-and-mental-health>
<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>
<https://www.schoolwellbeing.co.uk/>
<http://www.childhoodbereavementnetwork.org.uk/>

Financial Education

<https://www.pfeg.org/>
<https://www.young-enterprise.org.uk/>

Citizenship/Inclusion

<http://www.gogivers.org/>
<http://www.citizenshipfoundation.org.uk/main/page.php?427>
<https://www.diversityrolemodels.org/>
<https://www.stonewall.org.uk/>
<https://www.un.org/sustainabledevelopment/student-resources/>

Democracy

<http://www.parliament.uk/education/>

Internet Safety

<https://www.thinkuknow.co.uk/>
<https://www.saferinternet.org.uk/>
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>
<https://www.internetmatters.org/>

Minfulness/Yoga

<https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/>
<https://www.headspace.com/>
<https://www.cosmickids.com/five-fun-breathing-practices-for-kids/>
<https://www.youtube.com/watch?v=Td6zFtZPkJ4&feature=youtu.be> Yoga with Adriene
<https://copingskillsforkids.com/deep-breathing-exercises-for-kids>
https://www.youtube.com/watch?v=bRkILioT_NA&feature=youtu.be
<https://www.calm.com/>



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