

# WOOL C of E PRIMARY SCHOOL

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Rooted in the community to grow and flourish

Name of Policy:	<b>PSHE (Personal, Social, Health Education) Policy (including Relationships, Sex and Health Education (RSHE))</b>
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## Our School Vision

### The Parable of the Mustard Seed, Matthew 13: 31-32

*“Rooted in the community to grow and flourish”*

It is crucial that all children feel safe, secure and happy in school in order for them to grow in confidence and achieve their full potential. We are fully committed to enabling children to flourish, and this is seen in our school vision: “Rooted in the community to grow and flourish”. This is only possible where the ethos of the school permeates every aspect of school life and has consistent values.

Relationships are key and underpin our school vision where the emphasis is on community working together to ensure children are successful learners.

**Our school’s approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:**

**“So God created humankind in his image, in the image of God he created them” (Genesis 2:7)**

**“I have come in order that you might have life - life in all its fullness” (John 10:10)**

### Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

“All schools must have in place a written policy for Relationships Education and RSHE.”

DfE Guidance p.11



At Wool CE Primary School, we aim to treat everyone with dignity as all people are made in the image of God and are loved equally by God. We believe that all pupils have a right to an education which enables them to flourish and which is set in a community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

## 1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for living in a world where communicating through technology is increasing. We will teach children the knowledge and awareness in keeping themselves safe both online and offline.

Wool CE Primary School considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5



## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As of Septemeber 2020, the DfE issued new statutory guidance for the teaching of health and relationship education as part of the PSHE education in schools.

“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 compulsory for all pupils...they also make health education compulsory.”

DfE 2019 P.8

At Wool CE Primary School we teach RSHE as set out in this policy.

## 3. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

At Wool CE Primary School, we define Relationships Education in its simplest form as a person’s interaction with themselves and others. It is an essential part of the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationship Education involves a combination of sharing information and exploring issues and values. It is about the understanding of the importance of loving and caring relationships and helps children to understand the issues connected to their own emotional development.

At Wool CE Primary School, we define Health Education as an understanding of how to maintain good physical health and mental wellbeing. Our Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The DfE Guidance 2019 (p.23) **recommends** that **all** primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born’

At Wool CE Primary School, we define **Sex Education** as learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Some aspects are taught in science, and others as part of Personal, Social, Health and Economic PSHE education<sup>1</sup>. The ‘Relationship’ element in SRE is crucial because this contributes to maturity, empathy, wellbeing and self-confidence. When taught well by confident and trained practitioners, SRE is an enriching and memorable learning experience for children, preparing them with essential skills for life, such as building positive relationships, and enabling them to stay safe. We believe we need to teach Relationships and Sex Education which goes further than the Science curriculum at years 5 and 6 (upper KS2). We teach RSE as part of our PSHE Programme as we believe this is the most appropriate for our children, with them being taught attitudes, values, skills and behaviour as well as knowledge needed for lifelong learning. It is important to note that puberty work is now statutory and will therefore be taught within our PSHE scheme of work.



#### 4. Curriculum

To ensure progression and a spiral curriculum, we use SCARF, centred on a ‘Values’ and ‘Growth Mindset’ approach, as our chosen teaching and learning programme that we tailor to your children’s needs. It offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children’s learning in this vital curriculum area.

The SCARF acronym stands for; Safety, Caring, Achievement, Resilience, Friendship as overarching themes to the PSHE/RSHE curriculum.

An overview of SCARF can be found in appendices<sup>1</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association’s Programme of Study’s recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Term	Unit	Content
<b>Autumn 1:</b>	Me and My Relationships	Includes understanding feelings/emotions/conflict resolution/friendships; includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Autumn 2:</b>	Valuing difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding; Includes British Values focus
<b>Spring 1:</b>	Keeping myself Safe	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise; Includes aspects of Relationships Education; Includes the NSPCC lesson ‘good touch, bad touch’
<b>Spring 2:</b>	Rights and Responsibilities	Includes money/living in the wider world/environment
<b>Summer 1:</b>	Being my Best	Includes keeping healthy/Growth Mindset/goal setting/achievement; Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Summer 2:</b>	Growing and Changing	Includes Relationships and Sex Education in the context of coping positively with change

<sup>1</sup> SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>



Lessons can be a weekly standalone PSHE lesson or be cross curricular, taught through other subjects such as Science, RE and PE. When PSHE lessons are being taught, they are not blocked, but spread out through the year so children have time to process new learning and ask questions. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, our school values, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

At Wool CE Primary School we also invite external professionals to support the children in broadening and deepening their knowledge and understanding around a particular unit. This is also dependent on the current needs of the co-hort of children and we will be proactive to seek professional support in an area of need identified through pastoral care interactions, Early Help Family support, daily interactions and communications with pupils, and liaising with other agencies regarding safeguarding.

- NSPCC assemblies and lessons
- Life Education van live lessons
- Keeping safe online – CEOP
- School Nurse – EYFS/Year 1 and Year 6
- SafeWise class visits for years 2 and 6.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral team. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

*“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”*

*DfE Guidance p.8*

Our RSHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on: Understanding Human reproduction. At Wool Primary this is taught through Science. For further details about lessons where parents can withdraw their children from non-statutory sex education see SECTION 6.5 in this policy.



## The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### 5. Delivery of RSHE

As part of RSHE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others.

We hope to prevent and remove prejudice. RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers. Within our PSHE programme Puberty is taught through the statutory health education across the Primary phase.

We carry out the main RSHE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSHE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. In Science lessons in year 4, 5 and 6 we teach about understanding reproduction. This is taught through reproduction in plants and mammals. Linked with RE, children reflect on family relationships, different family groups and friendship within a context of a Christian vision for the purpose of life. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.



## Science Curriculum

**Early Years Foundation Stage** children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### In Key Stage 1 (yrs. 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### In Key Stage 2 (yrs. 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Teaching and Learning including delivery of the RSHE curriculum

**In Key Stage 2 (years 3 - 6)** we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.



Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Children throughout the Primary phase will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect set in the context of character and virtue development that sits within the school's Christian Vision and Values.

Health Education at Wool CE Primary School will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and ... Puberty.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

#### *How the delivery of the content will be made accessible to all pupils*

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Pupil Support Plans (PSPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships, Sex and Health Education (RSHE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSHE that is relevant to the puberty they are likely to experience.

Our school ethos is underpinned by the Equality Act 2010 and we acknowledge different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education in a positive way, ensuring children have the knowledge and are able to talk in a positive, safe and open environment.



Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them. Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## 6. Roles and responsibilities

**6.1 The governing body:** The governing body has delegated the approval of this policy to the Children and Learning Committee.

**6.2 The headteacher:** The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 7). The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

All staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory components of RSHE
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## **6.3 Teachers**

Class teachers are responsible for teaching RSHE at Wool CE Primary School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. Each KS2 class will have an 'Ask me anything' anonymous box where children can post sensitive/private questions that children may want to ask without feeling judged by their peers. All questions will be handled sensitively and set within a general context.



Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

**6.4 Pupils:** Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

**6.5 Parents:** The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Have a bi annual survey consultation with parents/carers to gather views and invite questions, sharing information about curriculum content and statutory standards/content
- Have an annual parent/carer meeting for years 4, 5 and 6 before the Growing and Changing unit of RSHE is delivered.
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Inform all parents about the school's RSHE policy and practice; this includes informing parents by letter, signposting to the policy always readily available in full on the school website.
- Although parents can request to have sight of curriculum materials at any point within the year, parents are invited to view our resources and discuss any concerns with our staff at an annual parents RSHE meeting for years 4, 5 and 6. Parents who continue to have queries about the RSHE curriculum after this session, or at any point, can raise them further with the school.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

### *Parental concerns and withdrawal of students*

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not the Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff at an annual parents RSHE meeting for years 4, 5 and 6.

At Wool CE Primary, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the 'Growing and Changing' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the SCARF 'Growing and Changing' unit e.g. Year 5, Lesson 4 (Puberty, menstruation and Conception)



## Year 6, Lesson 7 (Conception, birth)

Parents should be given every opportunity to understand the purpose and content of Relationships, Sex and Health Education (RSHE) For example; through the information meeting and curriculum information sharing. We promote good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. At Wool CE Primary School, we will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSHE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Before granting a request to withdraw a child/ren from upper key stage two sex education lessons, the Head teacher or RSE lead will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head teacher or RSE lead will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

## 7. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## 8. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the schools complaints procedure if they feel things are not resolved.



## 9. Monitoring arrangements

The PSHE Subject Leader – Natasha Hardy will monitor and evaluate delivery of the subject using a variety of approaches and through collating different sources of evidence of impact. These may include;

- discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision
- scrutiny of SCARF Journals
- observation and learning walks
- analysis of pupils' outcomes in Relationship and Health Education

Evaluation of the subject's impact will be supported through collating information relating to:

- Pupil and teacher written evaluations of the content and learning processes
- Staff meetings to review and share experience
- School council

## 10. Assessment

Pupils' progress and development in Relationship and Health Education is monitored by class teachers as part of our internal assessment systems.

We use three methods of monitoring and assessing learning within PSHE at Wool CE Primary School:

### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity.

Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

### **Wearing my SCARF**

As a school we have implemented PSHE journals for each class. This approach encourages children to reflect on their learning. They can record what they found helpful, thought provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE including RSHE is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead evaluates the PSHE provision each year and this supports the populating of the Action plan (Areas for development) for this curriculum area moving forwards. It also gives a bespoke focus for the needs of our pupils at Wool Primary. The PSHE education subject lead has leadership time on the




management time, enabling them to review evidence of the children’s work and monitor any assessments made.

## 11. Monitoring and Review of Policy

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school’s ethos.

## 12. Further policies

In conjunction with this policy, please also see: 

Relationships policy and procedures

- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-fags>

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

The SCARF Programme is aligned to the PSHE Association Programmes of Study for PSHE.

