



Cotwall End Primary School

Cotwall End Road, Sedgley, Dudley, West Midlands, DY3 3YG

Tel: 01384 818730 Fax: 01384 818731 Email: info@cotwall.dudley.sch.uk

## POLICY AND PROCEDURES

Title	Personal, Social, Health, Economic and Relationships Education
Purpose	To set out curriculum guidance and policy for the delivery of PSHRE at Cotwall End Primary School
Policy author	Mrs Sally Slater
File name and path	StaffRoom>PSHREE>PSHREE Co-ordinator>Policy
Consultation	Presented to staff: Presented to governors:

Policy adoption			
Revision number	Date	Amendment	Revised by
2	30.01.24		Mrs Sally Slater

Adopted by Governors	
Adopted by Staff	
Signed by Chair of Governors/Headteacher	

# Cotwall End Primary School

## PSHREE and RSE Policy

Updated January 2024

### **1. Introduction**

This policy clarifies the approach that Cotwall End takes towards teaching PSHE and RSE.

As a maintained primary school, from September 2020, we must provide Relationships and Health Education (RE and HE) to all pupils as per section 34 of the Children and Social Work Act 2017 (See appendix 1 and 2 for the end of primary expectations for pupils). In September 2020 we adapted our PSHE curriculum. Health Education and Relationship Education is now taught within this new comprehensive curriculum and is known as PSHREE (Personal, Social, Health, Relationships and Economic Education).

### **2. Policy Aims and Development**

Cotwall End Primary School publishes this PSHREE Policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors, defining PSHREE as a subject and explaining its delivery within school.
- To set out the curriculum requirements and explain what will be taught and when.

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, local health professionals including the school nurse. Development of the policy has been supported by school governors, who have ratified the finished document.

### **3. PSHREE Curriculum Statement**

PSHREE is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. At Cotwall End, we provide a curriculum which is both broad and balanced and which meets the specific needs of our children. Within that curriculum,

Relationships Education is fully embedded and promotes lifelong learning about physical, personal, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes. Pupils' spiritual, moral and social and cultural (SMSC) development is at the heart of our school ethos.

#### **4. PSHREE Statement of Intent**

The overarching intent of our PSHREE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and therefore understand more.

We intend to build a PSHREE curriculum which develops learning, and results in the acquisition of knowledge and skills, which enables children to access the wider curriculum and to prepare them for being a global citizen. At Cotwall End Primary School, PSHREE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are a normal part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Fundamentally, pupils at Cotwall End can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life; supporting them to thrive in a time of rapid change.

#### **5. Implementation**

We follow a thematic programme of study based upon the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education.

Our scheme of work has three core themes, the same for each key stage. The scheme of work can be viewed on our website (Appendix 3). Each core theme is divided into three topic areas:

### **Core Theme 1: Relationships**

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

### **Core Theme 2: Living in the Wider World**

- Belonging to a Community
- Media Literacy and Digital resilience
- Money and Work

### **Core Theme 3: Health and Wellbeing**

- Physical Health and Mental Wellbeing
- Growing and Changing
- keeping Safe

Whilst PSHREE is split into three separate core themes, in reality there will always be extensive overlap. PSHREE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is vital that we provide a spiral programme of knowledge, skills and attribute development, where prior learning is continually revisited, reinforced, and extended in age and key stage appropriate contexts. We feel that PSHREE should reflect the universal needs shared by all pupils as well as the specific needs of the children at our school.

## **6. Organisation and Provision**

At Cotwall End we teach PSHREE in a variety of ways. We have dedicated PSHREE curriculum time where lessons are delivered discretely by teachers and sometimes, by teaching assistants.

We pride ourselves on providing a creative and literary based curriculum for our children and therefore learning objectives from our PSHREE schemes of work will often be embedded within other subjects including English and the humanities; giving the learning a real context.

Furthermore, due to our desire to continuously promote healthy, active lifestyles there is additional coverage within science and physical education lessons. Additionally, coverage of PSHREE objectives will often be seen in religious education lessons as we strive to take every opportunity to develop our pupils as good citizens.

In addition, PSHREE is developed through whole-school activities and events *such as*:

- School Council: representatives from each class meet regularly to discuss school matters.
- Whole School Charity week – this occurs yearly and is run by the School Council.
- Anti-Bullying Ambassadors *with new ambassadors trained each year through the Diana Award.*
- Weekly Praise Assemblies which focus on our School Values.
- Weekly attendance and awards assembly.
- We offer three residential visits every year involving years 2, 5 and 6. These visits have a particular focus on developing pupils' self-esteem and independence whilst giving them opportunities for additional cultural experiences.
- Mental Health week is celebrated yearly in school.
- RSE Day
- Citizenship Cup (parents are invited to nominate their own children for their contributions within the community).
- Visiting speakers for Assembly.
- Variety of after school clubs.

## **7. Foundation Stage**

In the Foundation Stage, PSHREE is taught as an integral part of the curriculum throughout the year. We relate the PSHREE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development (PESD). This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

## **8. School Values and British Values**

At Cotwall End our School Values are firmly embedded within the curriculum and form the basis of all that we do: Honesty, Kindness, Happiness, Bravery, Wisdom and Self-Belief. Each half term one value is focused upon discretely whilst continuously reinforcing and reminding the children of all our values.

British Values are promoted through the overarching aims and objectives of PSHREE, supporting our children to become responsible members of society. We ensure that we incorporate and respect all social, moral, spiritual and cultural issues; encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment as well as preparing pupils for life and work in modern Britain.

### **9. Teaching PSHRE to children with Special Needs**

Regrettably, learners with SEND can be at increased risk regarding aspects of their health, wellbeing, safety, and relationships, including vulnerability to abuse.

At Cotwall End, we firmly believe that all pupils, regardless of their specific needs, must be part of PSHRE lessons, as it is an important part of developing healthy relationships with their peers. Staff have a good knowledge of the needs of individual children within their class and we respect pupils' starting points. Learning opportunities that are matched to the individual needs of all children are provided, including those who are higher ability or who have learning difficulties.

When teaching PSHRE we consider the targets set for children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHREE targets. For exceptionally able children, we provide additional opportunities to take responsibility, develop leadership skills, think creatively, and use their talents for the good of the class or the wider community.

Further information on how we adapt our curriculum can be found in our Inclusive PSHREE curriculum in appendix 4.

### **10. Relationships and Sex Education (RSE)**

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum (biological/ reproductive aspects). However, the Department of Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of pupils. As part of their PSHREE lessons (Health Education) pupils in Years 5 and 6 will receive stand-alone puberty

lessons, delivered by a trained health professional. The content of these sessions is put together after discussions with school staff and depending on the needs of the particular cohort.

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

At Cotwall End, Relationships Education is embedded within the PSHREE curriculum and is taught in a way which is complementary to the wider ethos, values, and principles of our school. It includes learning about the body, feelings, beliefs, relationships, rights and responsibilities, and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It will enable our children to learn about the emotional, social and physical aspects of growing up, relationships and health. It will equip our children and young people with accurate information, positive values, and the skills to enjoy healthy, safe and positive relationships. Additionally, it will allow them to celebrate their uniqueness and to take responsibility for their health and wellbeing both now and in the future.

As a whole school we use DfE approved PSHE Association materials along with high quality resources to support our RSE provision, these are reviewed regularly.

## **11. Right to Withdraw**

Parents do not have the right to withdraw their children from Relationships and Health Education. However, they do have the right to withdraw their children from the non-statutory/non-science components of sex education within PSHREE. At Cotwall End these aspects will not be being delivered.

## **12. Equality, Inclusivity and Accessible PSHREE**

As a school, we have duties, under the Equalities Act (2010), to ensure that issues are taught in a manner that does not subject pupils to discrimination. A whole school approach is taken to inclusivity and accessibility and Protected characteristics are taught throughout each Key Stage. Care is taken to ensure that

teaching meets the needs of all students, including those who are lesbian, gay, bisexual, and transgender (LGBT).

An inclusive PSHREE curriculum at Cotwall End will:

- Respect that the school community includes people of different faiths, beliefs, and cultural backgrounds.
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers etc.
- Recognise that some staff or pupils may identify as LGBT.
- Take care that resources, books and displays represent all kinds of families.
- Take positive action to tackle any type of prejudice and will always promote understanding and respect.
- Continually promote equality and combat any form of bullying.

### **13. Creating a Safe Learning Environment and Answering Pupil Questions**

As work within PSHREE lessons often deals with pupils' real-life experiences, we believe it is essential to establish a safe learning environment. We create a safe and supportive environment by establishing ground rules for all of the children at the beginning of each lesson. Pupils should be reassured that if they have any personal concerns or wish to talk about any issue raised in the lesson, that they should feel comfortable asking their teacher about this.

Teachers are encouraged to answer questions as factually as possible, drawing on their skills, discretion and knowledge from the curriculum in an age-appropriate way. Teachers will use their judgement, knowledge of the cohort and 'read the room' before responding to sensitive questions. Teachers will consult with parents of individual children before responding if it is felt necessary. On occasions, pupils may be able to raise questions anonymously.

If a safeguarding issue is raised or a disclosure is made staff will follow the school's safeguarding guidelines.

### **14. Language**

Children should be introduced, at appropriate stages, to the correct language and terminology when discussing aspects of PSHREE. It is important that acceptable



and unacceptable language and terminology is clarified within each lesson. After initial discussion, the correct terms will be used, at all times, for teaching.

With regards to learning about the body, it is important for children to know the correct name of their body parts as this contributes to safeguarding – helping them to take care of their bodies and to keep themselves safe. If a disclosure is made, the safeguarding policy will be followed.

### **15. Anti-bullying**

The PSHREE policy complements the anti-bullying, policy and learning during PSHREE lessons will overlap extensively with the work that we do in school on anti-bullying.

### **16. PSHREE and Computing**

Learning in PSHRE will overlap and compliment learning in Computing lessons, where children will develop a sense of global citizenship by safe use of the internet. E-safety has an extremely high profile in school and safe online behaviours are taught explicitly throughout the year, as well as being reinforced during anti-bullying workshops and whole-school 'drop down days'. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and miscues of ICT, and they also gain an insight into the interdependence of ICT users around the world.

### **17. Resources**

Cotwall End is a member of the PSHE Association, a highly informative and excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources and CPD training. Additional quality resources have also been sourced from various, established companies.

### **18. Monitoring, Reporting and Assessment**

Whilst we understand that PSHREE cannot be assessed in the same manner we assess other subjects, we still believe that it is important to monitor pupil progress. In PSHREE there are two broad areas for assessment:

- Children’s knowledge and understanding; for example, information of health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas.
- How well children can use their knowledge and understanding in developing skills, attributes and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and promoting positive relationships.

Assessment is primarily done using skilled questioning, the content of discussions the children are involved in and the assessment of pupil’s independent written responses. Children’s work is marked in line with the school’s marking policy.

The PSHREE Co-ordinator and SLT are responsible for monitoring the standards of children’s work and the quality of teaching. Monitoring occurs throughout the year through learning walks, book trawls, pupil and staff discussions and pupil and staff questionnaires. Findings from monitoring are shared with SLT and used to inform future CPD for staff.

## 19. Role of the Co-ordinator

The role of the PSHREE Co-ordinator involves:

- Being aware of the National Curriculum Programmes of Study for each key stage (and requirements for Foundation Stage).
- Tracking coverage and progression of skills across school.
- Ensuring there is a broad and balanced breadth of study.
- Auditing and sourcing appropriate resources.
- Monitoring planning, books and the learning environment.
- Attending meetings and courses which will inform future development of the subject and disseminate relevant information to staff.
- Supporting colleagues in all aspects of the curriculum.
- Developing a yearly action plan with clear areas for development.
- To produce an updated action plan at the end of each academic year.
- Working with the R.E. and Anti-Bullying Ambassador lead.

## 20. Policy Links

The PSHREE policy has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development. Policies included:

- Anti-Bullying Policy

- Anti Radicalisation Policy
- Behaviours – Positive relationships
- British Values Policy
- Safeguarding and Child Protection Policy
- SEND Policy

**Appendix 1 Statutory Relationship Education Objectives**

**Appendix 2 Statutory Health Education Objectives**

**Appendix 3 Cotwall End Scheme of Work**

**Appendix 4 Inclusive PSHREE Curriculum**