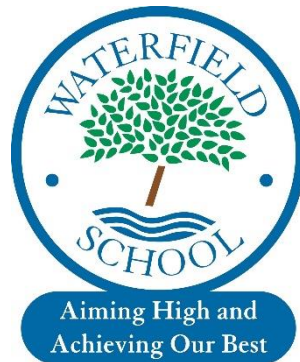


# Waterfield Primary School



## PSHCCE Policy

**Personal, Social, Health, Cultural Citizenship & Economic Education  
Including RSHE (Relationship and Sex & Health Education) & RE**

Approved by: Local Governing Body (LGB)
Last Reviewed: September 2022
Next review due: September 2023



## 1 Aims and objectives

1.1 Waterfield has broadened the traditional approach of Personal, Social, Health and Economic education (PSHE) to incorporate aspects of citizenship and global culture. Waterfield PSHCCE combines with our core values of demonstrating **Kindness, Respect and a Hardworking attitude** to contribute to the statutory duties outlined in the **Education Act 2002, Academies Act 2010** and **Relationship Sex (and Health) Education 2020** to provide a balanced, broad and inclusive curriculum in relation to personal development, behaviour, welfare and safeguarding.

The integrated approach of these core elements is designed to enable pupils to become healthy, independent and responsible members of modern British and Global Society. PSHCCE permeates throughout school life, contributing to the spiritual, moral, cultural, mental and physical development of pupils – preparing them for future opportunities, responsibilities and experiences in later life. We encourage our pupils to play a positive role in contributing to the life of the school and their wider community. In so doing, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy and British Law. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of PSHCCE Education are to enable the pupils to:

- develop self-confidence and self-esteem, and make sensible and informed choices regarding personal and social issues and their lives in general;
- understand what makes for good relationships with others and develop good relationships with other members of the school and the wider community;
- have **respect** for others – appreciating other cultures and faiths, differences of opinion and exploring those who live differently from themselves;
- develop an understanding of British rights, law and governance in addition to the broader context of global law, issues and governance;
- be independent, resilient and responsible members of their school, local and global community;
- be positive, **kind** and active members of a democratic society;
- discuss moral questions and so create a safe environment to share thoughts and ideas;
- know and understand what constitutes a healthy lifestyle;
- know and understand the economic requirements of life as they grow up;
- be responsible digital citizens;
- be aware of safety issues, including online safety and know about their own safeguarding rights;
- have age appropriate knowledge and information about extremism and radicalisation and the harmful effects they can have on people's lives;
- have knowledge and information about illegal drugs and the harmful effects they can have on people's lives;
- know what they should do if they come across drugs or are aware of other people misusing drugs;
- respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse or other unhealthy activities;
- gain age appropriate knowledge with regards to types of different families, relationships and sex education.

## 2 Teaching and learning style

2.1 The teaching of PSHCCE is integrated across the pupil's school journey. Teaching will take into account age, ability, readiness and the cultural background of learners to ensure that all pupils can access the opportunities that the curriculum provides.

PSHCCE at Waterfield is taught both discretely in traditional lessons, across other subjects - through the careful choice of text (*see Waterfield's Reading Spine* and themes that drive our

*Vehicles for Learning*) and in our calendar of key events, assemblies, experiences, visitors, resources and extra curricular provision.

Teachers will utilise a wide variety of techniques to support sessions e.g. Circle Time, Enquiry Questions, Philosophy/Discussion, Activities and Online Platforms to ensure that pupils develop a combination of skills and knowledge that build towards the cumulative acquisition of learning to achieve the aims set out above.

We encourage the pupils to take part in a range of practical activities that promote active citizenship and positive philanthropy, e.g. charity fundraising, the planning of school special events - such as an open event, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Leadership opportunities are fostered throughout the school, enabling pupils to take an active role in school life.

Across the school, high expectations are held on pupil's self regulation and role in our school (and wider society). We demonstrate and encourage appropriate behaviour through our Behaviour Policy – which is underpinned by our core values, allowing children the chance to reflect, respond and rectify poor choices through the support of teachers, the inclusion team and SLT.

### **3 PSHCCE planning**

**3.1** The core discrete PSHCCE curriculum is taught through an enquiry approach: with each class investigating and answering a 'Big Question' that draws upon one of our broader themes: Health and Wellbeing, Relationships and Living in the Wider World. This curriculum is provided and supported by the [PSHE Association](#) and specific Relationship and Sex Education by [The Christopher Winter Project](#) (also endorsed by the **PSHE Association**). The citizenship and cultural aspects of PSHCCE encompass RE. Similarly to the enquiry approach of the PSHCCE, RE at Waterfield also explores 'Big Questions' that are supported and outlined by the [Discovery RE](#) Scheme of work. Over their time at school, children will explore the major faith groups prevalent in British society, understanding and appreciating how beliefs build into culture.

**3.2** Some of the time, we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths or, in another example, learning about internet safety and how to be a good digital citizen through the use of [Gooseberry Planet](#) (one of our many Digital Learning Platforms).

**3.3** We also develop PSHE through special activities and whole-school events, Home Learning Challenges, pupil leadership opportunities, visitors and our many curricular related trips and experiences. During 'visits' there is often a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

### **4 Foundation Stage**

**4.1** We teach PSED in EYFS classes as an integral part of the topic work covered during the year. As the nursery and EYFS classes are part of the Foundation Stage of the National Curriculum, we relate the PSED aspects of the pupil's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSED matches the aim of developing a pupil's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes when we develop a pupil's knowledge and understanding of the world.

### **5 Drugs Education**

**5.1** We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine circle-time sessions, we encourage pupils to discuss issues that are important to them, and we help pupils to be aware of the dangers of the misuse of drugs. For example, if a pupil raises the issue of smoking, the teacher takes time to discuss its harmful effects with

the whole class. In science lessons, we teach pupils what a drug is, and how drugs are used in medicine. We also teach them the difference between legal and illegal drugs.

- 5.2** The main teaching about drugs takes place in Years 5 and 6, where the pupils are taught about illegal drugs, and the dangers involved to those who take them. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote a healthy lifestyle in pupils.
- 5.3** The pupil's class teacher teaches them drug education in PSHCCE lesson time. The teaching style that we use encourages pupils to ask questions and reflect on the dangers to health of drug misuse. Pupils explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. We give pupils the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others and we ask them to explore why drugs are such a problem for society.
- 5.4** It is the responsibility of the Principal to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Principal's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Principal will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with pupils on these issues are aware of the school policy and work within this framework.
- 5.5** The Governors will support the Principal in following these guidelines, informing and consulting with parents about the drugs education policy.

The school is well aware that the primary role in pupil's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. In promoting this objective, we will inform parents about the school drugs education policy and practice, answer any questions parents may have about the drugs education their pupil receives in school and take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school.

## **6 Relationships and Sex Education & Health (RSHE)**

- 6.1** 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
  - For pupils to understand different relationships – showing tolerance and respect to other people

**The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Pupils and Social Work Act 2017, will make Relationships Education compulsory for all pupils receiving primary education. From September 2020 the Department for Education published (June 2019) a statutory requirement for all maintained school to teach compulsory Relationship Sex (and Health Education) – [Link Here](#) – as part of their comprehensive approach to PSHE and Science Curriculum. They also make Health Education compulsory in all schools.**

- 6.2** We teach pupils about:
- the physical development of their bodies as they grow into adults;

- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of adult relationships (and the biological aspect of reproduction);
- the importance of family life and the different ways families are constructed in modern British society;
- moral questions;
- relationship issues including – friendship, online and sexual
- respect for the views of other people;
- how to keep themselves safe from harm;
- what they should do if they are worried about any sexual matters.

**6.3** We teach Relationships & Sex and Health Education (RSHE) in the context of the school's aims and values. While RSHE education in our school means that we give pupils information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

In particular, we teach sex education in the belief that:

- sex education is part of a wider social, personal, spiritual and moral education process;
- pupils should be taught to have respect for their own bodies;
- pupils should learn about their responsibilities to others and be aware of the consequences of sexual activity;
- the biological aspects of reproduction, growing up and puberty;
- it is important to build positive relationships with others, involving trust and respect;
- pupils need to learn the importance of self-control and how to keep themselves safe.

**6.4** We teach RSHE through different aspects of the curriculum. While we carry out the main RSHE teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex and relationship education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a pupil's knowledge and understanding of his or her own body and how it is changing and developing.

**6.6** We teach pupils about relationships and we encourage pupils to discuss issues. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils 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 pupils may have a different structure of support around them (for example: looked after pupils or young carers).

**6.7** In science lessons in both key stages, teachers inform pupils about growing up, puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the National Curriculum for science. In Key Stage 1, in an age appropriate way, pupils learn about body parts, how they work, how we grow older and begin to develop a vocabulary to enable them to express feelings and label body parts correctly. As the pupils move into Key Stage 2 all children will learn about specific changes in both female and male bodies and learn about reproduction/life cycles.

**6.8** The RSHE scheme of work is progressive, building on prior knowledge starting from EYFS to Year 6. It takes into account the requirements of different age groups when preparing pupils to understand the changes in their own bodies, and their emotional and social developments. As pupils progress through school an increasing emphasis is placed on health education, especially in Years 4, 5 and 6, as many pupils experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care, but in some instances, where explicit or inappropriate questions are asked, pupils will be encouraged to ask their parents/carers.

The full progression of the content and knowledge of 'Sex Education' can be found here: [The Christopher Winter Project](#) and is featured on our website under the curriculum area – here specific content can be reviewed for the RSHE unit for each year group.

At specific times parents will be informed and provided with a chance to review specific resources used, if parents have any concerns regarding the content, age appropriateness or language used they will be able to discuss this with a member of SLT through appointment. This information will be in the form of information leaflets and may also include workshops.

We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's RSHE education policy and practice;
- answer any questions that parents may have about the RSHE education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school;
- encourage parents to be involved in reviewing the school policy and provide feedback.
- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to pupils at home. We believe that, through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

- 6.9** In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth. In Year 4, pupils will learn about the basics of body changes, in Year 5 they will learn about human life cycles and development and in Year 6, they will learn about puberty, relationships and babies. In addition to this, all pupils in Key Stage 2 will learn about values and attitudes associated with relationships.
- 6.10** Parents have the right to withdraw their pupil from some parts of the Sex Education programme that we teach in our school, but not from lessons on relationships or those that correspond to the National Curriculum statutory subject of Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in.
- 6.11** Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will deal with it as a matter of child protection and draw their concerns to the attention of the Designated Safeguarding Leader. (See also Safeguarding & Pupil Protection Policy). In Upper Key Stage 2, Sex Education sessions will include an open question box, where children may ask questions that can be addressed anonymously to the class/group; (the teachers will review these questions beforehand).
- 6.12** It is the responsibility of the Principal to ensure that both staff and parents are informed about our RSHE Policy, and that the policy is implemented effectively. It is also the Principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

## **7 Assessment and recording**

- 7.1** Teachers assess the pupil's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- 7.2** Teachers record the achievements of pupils in PSHE. We report these achievements to parents at parent consultation meetings and in the pupil's annual report.

## **8 Monitoring and review**

- 8.1** The PSHCCE Subject Leader is responsible for monitoring the standards of pupil's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCCE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Principal will monitor the policy and report to governors annually on the effectiveness of the policy.

**Note**

This PSHCCE Policy should be read in conjunction with the:

- Health and Safety Policy
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- Intimate Care Policy
- TCT Equalities Policy