



POLICY FOR PSHE (including RSE)

Oaklands Primary Academy

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PSHE / RSE Coordinator: Calum Barrett



Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the PSHE including RSE entitlement. It will form the basis for the development of PSHE in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age group, will cover.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

The significance of PSHE and RSE

PSHE prepares pupils to participate in the rapidly changing world in which we work and live. Oaklands Academy considers that Relationships and Health Education (RSE) is an important part of the Personal, Social and Health Education (PSHE). RSE is about the environmental, social and physical aspects of growing up, relationships, human sexuality and sexual health. RSE aims to give children the essential skills for building positive, enjoyable, respectful relationships to stay safe both on and off-line. It enables pupils to explore their own attitudes and values and build their self-esteem and confidence.



Aims

Our PSHE education, including statutory Relationships and Health education as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Our PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;



6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Delivery

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Scheme of Work

- . The SCARF programme divides the year into 6 themed units:



1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Most Relationships Health Education (RSE) will be taught in the context of relationships, therefore we will support children in forming and maintaining worthwhile and healthy relationships. This will be based on respect for oneself and for others at school, home and in the community.

We intend that skills and knowledge attained in the Infant school will form the basis of future learning. We intend that Relationships Health Education will enable children to grow up confidently so that they may be able to protect themselves and ask for help and support if needed.

Aims

- To prepare children with the knowledge to thrive for the changing modern world they are growing up in
- To foster children's self-respect, self-esteem, self-worth with an understanding of their rights over their own bodies
- To foster respects for others and for difference
- To establish mutual respect and care within their relationships
- To develop a responsibility for their own actions
- To keep children safe
- To give children the confidence to ask questions which can be answered simply and straightforwardly using appropriate language, which they can understand.

We will use a cross curricular approach to RSE as part of our PSHE programme.



This will be suitable for the children's age and stage of development. We will use

opportunities which arise in children's lives e.g. a new baby in the family, caring for, keeping and observing animals.

Relationships Health Education is taught through different curriculum areas and is an important part of PSHE curriculum. Sex education with regard to reproduction does not take place at Oaklands Primary Academy.

Relationships education is compulsory for all primary school pupils:

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
2. To receive high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The duties on schools in this area are set out in legislation. See below for the aspects that are taught. Statutory Provision of Relationships Education under the National Curriculum Science Programme of Study for Attainment.

By the end of Key Stage 2 children will:

- Understand the idea of growing from young to old
- Know that animals including humans, move, feed, grow and use their senses and reproduce but not how reproduction occurs
- Know that humans and animals can produce offspring and these grow into adults.
- Understand the basic rules for keeping themselves safe and healthy
- Know that humans develop at different rates
- Recognise and compare the main external parts of the bodies of humans
- Acquire the skills of caring for young animals
- Know the needs of babies and young people
- Know the names of the main external parts of the human body
- Recognise similarities and differences between themselves and others and treat others with sensitivity.



Intent, Implementation and Impact

As we live in an ever-changing diverse society it is vital that children learn about people in their community. Children should be equipped with the skills, knowledge and attributes to prepare them for the wider world.

Intent

At Oaklands we strongly believe that PSHE equips pupils for the wider world. Our well-planned curriculum linked to statutory DFE requirements ensures that children at Oaklands develop these skills. The main objective of PSHE teaching at Oaklands Academy is that children leave us and transition into secondary school successfully and feel comfortable with who they are. Our school ensures that the RSE 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. Our scheme acknowledges 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.



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.

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Implementation

PSHE at Oaklands is taught in well-planned, timetabled lessons. Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers.

They may use their personal and social skills to develop or extend these activities.

Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

In Y5, 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.



Impact

Well-planned and taught PSHE lessons have a positive impact. Children will be prepared for the next steps in their lives and the transition to secondary school. Children who can manage their feelings and behaviour are better equipped for learning. Many lessons explicitly promote a growth mindset through activities that help children to develop resilience and a positive attitude.

Resources

All teachers have access to the SCARF scheme of work. These lessons are mapped to the National Curriculum. Staff are supported by half termly units and a long-term mapping tool. Teachers can use Interactive whiteboard resources, lesson plans and worksheets. As PSHE is a lesson where children benefit from more collaborative and discussion-based learning work is recorded in Floor Books which are on display in each classroom.

Cross-curricular

There are many opportunities to link to other subjects such as:

English Spoken Language: SCARF materials provide wide range of opportunities for children to develop and demonstrate their skills relating to the English Spoken Language statutory requirements.

Writing and Composition – There are many opportunities for children to draft and plan their writing by identifying the audience for the purpose of writing and selecting the appropriate form. Children are encouraged to use simple organizational devices such as paragraphs, sub-headings and bullet points.

Mathematics: SCARF lesson plans contribute to the following: Mathematics is essential for everyday life and necessary for financial literacy. Mathematics education provides a foundation for understand the world and a sense of enjoyment and curiosity about the subject.



Science: Many lesson plans focus on how nutrition, exercise and rest support a healthy body and different life processes. There are lessons on Growing and Changing which have links to science lesson taught in Years 5 and 6.

Computing: SCARF lesson plans contribute to the following: Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Whole school involvement

Parents and SLT are kept informed of what is being taught weekly via our School Newsletters.

Assessment

The class teacher assesses each child's progress with reference to the long-term planning tool that covers the DFE requirements. Children are assessed in each half termly unit. Assessment is based on class observations of listening and speaking activities and how well children collaborate with others and teacher questioning. This information is recorded and stored in the 'Assessment Tracker' spreadsheet on the school network and this is done 3 times a year (end of Autumn, end of Spring and end of Summer).

Special Needs and Classroom Support

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 Individual Education Plans (IEPs).

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.



Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the differences and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

Drugs, Alcohol and Tobacco

Our robust planning covers issues surrounding drugs, alcohol and tobacco. The lessons are structured so that the content is age appropriate and builds on prior learning. The lessons on drugs, alcohol and tobacco are covered in the 'Keeping Myself Safe' unit. In Year 3 the children learn about drugs and their risks, in year 4; understanding the norms of drug use (cigarette and alcohol use). In year 5; norms around use of legal drugs (tobacco, alcohol) and in Year 6; drugs: norms and risks (including the law).

Health and Safety

Health and safety arrangements are in line with the school policy.

Role of the PSHE Coordinator

- Implement the delivery of a scheme of work for PSHE which meets DFE requirements.
- Ensure the delivery of high quality lessons of PSHE
- Manage the provision and deployment of the resources
- Bid for and manage the budget for this curriculum area
- Provide advice about the PSHE policy
- Liaise with classroom teachers and senior management to keep them informed of latest developments and pass on assessment data
- Monitor and review the PSHE provision within the school



- Keep up-to-date professionally, through reading and attending local network meetings.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education'

Useful resources/Appendix

Note: links to these resources are referenced earlier in this template guidance. Documents from the SCARF website are subject to copyright, but can be shared with parents in an appendix within this policy. However please note that logins to the SCARF resources is strictly limited to staff within school. Sharing logins with parents is not permitted.

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)



The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>



**“Kindness is a language
that the deaf can hear
and the blind can see.”**

Mark Twain