West Meadows Primary PD & RSHE Policy

EDUCATE. EMPOWER. INSPIRE.

The delivery of the PD & RSHE curriculum is taught following the guidelines provided by the **DfE** alongside the **PD & RSHE Association.**

At West Meadows Primary School, we are passionately committed to providing our pupils with the best possible start in life. We are driven to ensure that we support pupils' spiritual, moral, cultural, mental and physical development and help them to become a resilient responsible and happy individual that will allow them to be able to adapt to the changing world in which we live in. Through teaching PD & RSHE, our pupils gain vital understanding of the world around them and learn how to thrive as individuals, family members and members of society. We believe that all children deserve to succeed and our ultimate goal is to have nurture-articulate, well-informed children and to help them prepare for life's many opportunities and challenges.

Our Aims:

- To deliver a relevant and ambitious curriculum that supports our pupils to understand the world around them.
- To provide an inclusive/safe environment that equips all children, including those with special educational needs and/or disabilities, to unlock their full potential.
- To foster inquisitive minds, providing opportunities for all children to question, choose, evaluate and argue rationally.
- To adequately prepare children for the next stage of their educational journey.
- To maintain high expectations of our pupils' behaviour and attitudes towards learning in school.
- To establish and maintain positive relationships between everybody in our school community including pupils, staff and parents.
- To maintain a culture of mutual respect and co-operation.

Scheme of work:

At West Meadows Primary School we have adopted 3 core themes with specified topic areas:

Health and Wellbeing	Relationships	Living in the wider world
• Mental Health • Keeping Safe • Healthy Lifestyles • Ourselves, Growing and Changing • Drugs, Alcohol and Tobacco	• Respecting Self and others • Friendships • Managing Hurtful Behaviour and Bullying • Families and Close Positive Relationships • Safe Relationships	• Shared Responsibilities • Communities • Media Literacy and Digital Resilience • Economic Wellbeing: Aspirations, Work, Career • Economic Wellbeing: Money

Overarching concepts developed through the Programme of Study:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A Healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk of self and others) and safety (including behaviour and strategies to employ in different settings, including online and in an increasingly connected world)

5. Diversity and equality (in all it's forms, with due regard to the protected characteristics set out in the **Equality Act 2010**)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviors' including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that out pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts. Our world is rapidly changing and whilst the content of PD &RSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future.

It is the overarching concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will now face in their future.

Intent:

Our approach to the PD & RSHE (Relationship, Health & Sex Education) curriculum ensures that it is taught discretely to ensure depth and rigour. The PD & RSHE curriculum has been developed from the National Curriculum and statutory guidance for RSE in primary schools, which ensures it supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life. We feel it is important that it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

At West Meadows, the PD & RSHE Curriculum sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan a programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, teachers may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PD & RSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Implementation

At West Meadows, PD & RSHE education addresses both pupils' current experiences and preparation for their future. The spiral curriculum design allows children to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PD & RSHE education.

During Key Stages 1 and 2, our PD & RSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PD & RSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

We ensure we provide opportunities for children to personally develop by immersing themselves in our three core themes that are at the heart of the our PD & RSHE curriculum offer and a revisited within a spiral curriculum throughout the year:

We provide to the children through developing their understanding of the fundamental British values of: democracy, individual liberty, the rule of law and mutual respect and tolerance in order to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults in the 21st Century.

We take particular pride in approaches we utilise with our children, drawing on insights from recent advances in neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. We ensure staff are able to access CPD and we provide support and interventions to children to promote the personal development of all children, particularly those with additional social and emotional needs.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

Impact:

PD & RSHE is largely assessed formatively by the class teacher. By knowing the class well and establishing ground rules early on, the class teacher creates close, positive relationships with the children in which they are able to assess the understanding of the children during each topic. Teachers will provide written and verbal feedback based on reflections of the children to challenge their thinking and extend them further. In Early Years Foundation Stage, we assess children's knowledge and understanding according to the relevant aspects of the Development Matters. The information gathered will inform subsequent teaching and learning.

As a school, we believe that reflection time is an important step in pupil learning and progress. We ensure that our pupils are given time to reflect upon their learning. Reflection helps us to recognise what and how we have learned and what we need to focus on in the future. Reflection should be about valuing and encouraging pupil involvement – getting them to share ideas, listen to each other and develop the confidence to join in.

Arbor is used as a summative assessment to assess foundation subjects. Alongside the analysis of data from Arbor, the curriculum document for PD & RSHE is regularly reviewed to identify any gaps or misconceptions to be addressed. This allows children to acquire complex skills that depends on the fundamentals of their prior knowledge in a well-designed curriculum sequence.

Subject leaders in a school use a variety of monitoring and evaluation approaches to ensure the quality and effectiveness of a subject like RSHE. They would begin by reviewing teachers' lesson plans and the resources they intend to use to ensure they align with the school's policy and curriculum. To assess the delivery of the subject, subject leaders would conduct learning walks and observations, visiting classrooms to see how the subject is being taught and to evaluate pupil engagement. A review of pupil work, such as in their books, would also be conducted to assess their progress and understanding. Additionally, subject leaders might hold informal discussions or focus groups with pupils to gather their perspectives on the subject. Based on their findings, they would provide constructive feedback and support to teachers, including training or additional resources.

Planning:

Our PD & RSHE lessons follow the HCAT PD & RSHE curriculum. Through using this, we are able to import knowledge that best reflects the needs of the children within our school and meets national requirements for personal development. This is based on information gained from the local authority data, class teacher judgement and government guidance on equality, curriculum and RSE. It is pitched in an age-appropriate way and the PD & RSHE knowledge is built upon using ideas that are more mature as our pupils move through school. As a result, the pupils have the awareness of scenarios they may face in daily life at a timely point.

PD & RSHE and Sex Education

Our comprehensive Personal Development & Relationships and Health Education (PD & RSHE) Curriculum and the supplementary Sex Education Curriculum are two distinct documents. The PD & RSHE Curriculum is a broad framework encompassing three core themes: Health and Wellbeing, Relationships and Living in the Wider World. This curriculum is statutory for all pupils and is designed to provide pupils with essential knowledge, skills and attributes related to physical and mental health, healthy relationships of all kinds and navigating the wider world responsibly, including online safety and economic wellbeing.

In contrast, our Sex Education Curriculum is supplementary guidance that specifically details the content related to sex education, including puberty and human reproduction. While aspects of puberty and human reproduction are also covered within the science curriculum, this dedicated Sex Education document

outlines additional, non-statutory content that parents have the right to withdraw their child from all or some of its content, ensuring clear transparency regarding what is taught in these sensitive areas.

Adaptations:

The teaching and learning of PD & RSHE should appeal to both boys and girls and those of all cultural backgrounds and abilities. Children at our school with special educational needs (SEND) have access to the same PD & RSHE experiences as others. Activities are planned in an age appropriate way with visual resources, discussion-based lessons and written reflections. This range of teaching approaches enables all children to access PD & RSHE and does not alienate any group in particular. All pupils are encouraged to voice their opinions and ideas when approaching a PD or RSHE topic but have the means through support of staff or the schools worry monster if they are unable to do so. As with all other subjects, the children are supported and challenged in the classroom.

PD & RSHE Knowledge:

It is imperative that the children of West Meadows Primary School know how to handle various situations they may encounter through daily life in order for them to grow into responsible, healthy adults who know how to keep themselves safe. As they make their way through school, pupils will build upon knowledge that is appropriate to their age using scenario-based teaching, to help them gain a sense if independence. By the end of KS2, pupils will have been taught a wide range of scenarios, which if encountered, can be handled appropriately alongside the skills they have acquired after identifying the scenario accurately.

PD & RSHE Skills:

PD & RSHE skills are taught from the moment children are born and this continues as they progress through West Meadows Primary School. The children learn to develop their ability to assess as well as empathise, which creates a set of skills that can be applied to new knowledge matched to their age. By building upon these skills, our pupils are able to face increasingly challenging scenarios in a variety of settings with maturity, resilience and good judgement.

Managing Difficult Questions:

Teachers may be faced with questions about sex education that are beyond what the school covers in primary school or questions related to sex education from which a child has been withdrawn. Our approach places a clear emphasis on supporting the child and teachers will handle questions about sex education with sensitivity and professionalism.

To address these questions, teachers may ask the pupil to speak with their parents or a trusted adult or, if appropriate within the context, they may signpost the pupil or family to appropriate support services. This is done with the understanding that if a child's questions go unanswered, they might seek information from inappropriate sources, including online. The guidance also recognises that teachers may require support and training to handle questions that are better not addressed in the classroom.

Teachers must be aware that some topics may generate questions from pupils that fall within the scope of wider safeguarding procedures. In these situations, teachers should follow the school's safeguarding policy, including for any disclosures.

Confidentiality and Child Protection Issues

SRE discussions may prompt a pupil to disclose about related incidents; for example, FGM (Female Genital Mutilation), Forced marriage, child exploitation orabuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who acts as laid down in the Child Protection Policy. All staff are familiar

with the policy and know the identity of the memberof staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

Right to Withdraw:

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. However, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE that is taught beyond the science curriculum for their year groups. Should you request any further information around this, please speak with the Head of School.

Curriculum Materials:

Based on the statutory guidance, our school's RSHE policy ensures parents have clear access to the curriculum materials. As part of our consultation process, a representative sample of resources has been made available for viewing. Parents are also able to view further curriculum materials used to teach RSHE upon request. We ask that you allow a period of 10 working days for the school to compile these resources if requested.

Key Responsibilities for PD & RSHE:

All staff

All staff will:

- Ensure that they are up to date with the school policy and curriculum requirements regarding PD & RSHE.
- Attend and engage in professional development training around PD & RSHE provision, including individual and whole staff training/inset, where appropriate.
- Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used.
- Report back to PD & RSHE Lead on any areas they feel are not covered or inadequately provided for in the schools PD & RSHE provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PD & RSHE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs.
- Ask for support in this from SEND coordinator or the PD & RSHE Lead, should they need it.

PD & RSHE Lead:

- Review the PD & RSHE policy on a yearly basis.
- Keep staff up to date on any policy changes.
- Ensure that all staff re able to access and deliver the scheme of work.
- Identify training needs and arrange or deliver said training.

This policy has been produced through a process of proactive engagement and consultation with parents. The policy is designed to be informed by the needs of pupils and the views of parents. The local academy committee of the school is responsible for the policy's approval. The policy will be reviewed at least once every three years, or whenever there are significant changes to the educational landscape.