



Golden Valley Primary School Guidelines for

PSHE and RSE

(Personal, Social & Health Education and Relationships & Sex Education)

Intent

In line with the Relationships Education, RSE, and Health Education (England) Regulations 2019, Health & Relationships Education (HRE) is now compulsory in all primary schools. Our aim is to provide a high-quality PSHE and RSE Education that incorporates our School and British Values, alongside each child's personal, social and mental health development. It will equip children to embrace the challenges of creating a happy and successful adult life. Children will acquire knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and changes. Throughout our programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, taking account of the school's own context. Key skills and knowledge are mapped for each year group and are progressive throughout the school. 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.

Sex education is not compulsory in primary schools. However, in line with Department for Education recommendations, children will have a sex education programme tailored to their age and their physical and emotional maturity. It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Parents will be informed on what is to be covered that is outside of the statutory science curriculum and will have the opportunity to meet with SLT if they wish to exercise their right to withdraw their children from this.

Our intent is that...

- Children will recognise their rights and responsibilities, while becoming healthy, independent members of the school community and of a diverse society.
- Children will gain an understanding of themselves personally and socially; developing their sense of self-worth and tackling the social and physical issues of growing up.
- Children will experience the fundamental British values of democracy, law, liberty, respect and tolerance.

Role of the Subject Leader

The PSHE/RSE Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. The PSHE/RSE Subject Leader will attend subject specific network meetings as part of their CPD and will cascade this training to teachers through staff meetings. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year. This may include engaging with wellbeing groups within school.

The subject leader will ensure that primary resources are available for classroom and assembly use and development. They will also ensure high standards across the curriculum through effective monitoring, modelling of lessons, pupil interviews and support with planning, as appropriate.



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Implementation

Teaching and Learning

At Golden Valley, PSHE/RSE is taught both discretely using a blocked curriculum approach which can be seen on the whole school overview, and as a cross-curricular element of Science and our School Values. It also incorporates our school expectations of behaviour and sense of community. Teachers make links between these and other curriculum areas wherever possible. This ensures children are able to develop depth in their knowledge and skills consistently from year to year.

The PSHE/RSE subject leader and curriculum lead work together to co-ordinate and support its development throughout the school. The subject leader will ensure that teaching is sensitive and age appropriate in approach and content.

It remains the responsibility of each teacher to deliver appropriate PSHE/RSE activities and to monitor pupil progress.

Planning and Resources

Planning: Using the Jigsaw Programme for the PSHE/RSE scheme, the curriculum is clearly mapped across the year. All year groups use the overview to ensure consistency and progress across the school.

Planning is a collaborative process and each class teacher plans with their year group partner to ensure that there is equal access for all pupils.

Resources

Through the scheme, resources are provided to support the teaching of all units indicated on the PSHE/RSE overview from EYFS to Year Six, and are used consistently. Additional resources are maintained and updated by the subject leader. These are stored centrally and are accessible to all staff. Staff have password access to online licensed resources.

Equal Opportunities and Inclusion

PSHE/RSE will be accessible for all pupils. Teaching is differentiated and personalised wherever necessary. For some children there may be a need to tailor content and teaching to meet the specific needs of pupils at a very different developmental stage to their peers. Supporting adults are also deployed effectively to ensure focused support where this is necessary. Teachers use a range of inclusion strategies, including paired work, open questions and direct, differentiated questioning and the activation of prior knowledge and contextual learning.

Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as differentiated resources or tasks, different coloured backgrounds and screen printouts.



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Parents and Carers

Parental involvement is highly valued and parents/carers are included in a termly leaflet exploring different ways to develop our School Values at home. Where appropriate, members of the wider community with specialist expertise and knowledge are welcomed through assemblies or workshops.

Impact

As a result of this rich and diverse curriculum, children will understand the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. They will be aware of the differences between equity and equality, and understand the need for both. They will have learnt about the characteristics of healthy relationships, including mutual respect, gratitude and empathy. They will have had experience of responsibility and are developing resilience so that although most relationships have ups and downs, these can often be worked through so that it is repaired or even strengthened.

Our approach to the PSHE/RSE curriculum results in an engaging and thought-provoking education that provides children with the foundations and knowledge for understanding the world. Pupils share and evaluate their own work as well as that of their peers. Evidence such as this is used to inform future planning and teachers are able to revisit misconceptions and knowledge gaps when revisiting topics in successive year groups. This supports varied paces of learning and ensures that all pupils make good progress.

The progression of skills and vocabulary is evidenced in whole-school planning aids and documents. Teachers track the coverage of each area of study and use formative assessments to understand the impact of their teaching.

Formative Assessment

By the end of each academic year, children will have been familiarised with the school's core values of Resilience, Empathy, Respect, Responsibility, Gratitude and Equity. They will have covered units of work: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Pupils' understanding of the concepts covered by the programme of study may not be immediately apparent in their behaviours or work they produce, though consistent planned progression from year to year allows for gradual and age-appropriate development.

The use of open questioning allows teachers to both assess and develop their grasp of concepts. Children receive effective feedback through teacher assessment, both orally and through written feedback.

In addition, in EYFS we assess the children's Personal, Social and Emotional Development according to the EYFS framework statements.



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Summative Assessment

Formal Summative Assessment does not take place, but work is kept in curriculum files to allow monitoring of knowledge, coverage and progress by the subject leader.

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