



RECORD OF REVIEW

DATE	AMENDMENTS
2/2/22	<ul style="list-style-type: none">• Policy checked. EYFS statements updated to state what children will cover by end of EYFS• The use of PSHEE scrapbooks was added to recording and reporting section• Additional references to protected characteristics had been made to the living in the wider world section of the policy• Changes to the RSE for year 5 and 6 were made to include specific references to up skirting as an illegal act
	<ul style="list-style-type: none">•



PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) and RELATIONSHIPS AND SEX EDUCATION POLICY

(incorporating fundamental British Values and Spiritual, Moral, Social and Cultural Education)

Introduction and Statutory Requirements

This is a whole school policy, to include EYFS. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE clarified as part of its National Curriculum guidance that

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

This also stated:

'PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum'.

Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013)

At St David's Prep, we recognise our responsibility to promote the spiritual, moral, emotional, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development. This policy has been developed in consultation with parents and staff who have attended meetings about the content of the policy and make any recommendations.

As an Independent Primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. The DfE recommends that it is important to support pupils to develop a knowledge of sex education before they move to secondary school. It should 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. As sex education is not compulsory at primary school parents have the right to withdraw their child from sex education other than aspects which are covered in the science curriculum (see paragraph below). Parents will not be able to withdraw children from relationships education after 2020.

The regulations and guidance in relation to Health Education only do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

The Education (Independent School Standards) Regulations 2014

(b)the written policy, plans and schemes of work–personal, social, health and economic education which–

(i)reflects the school’s aim and ethos; and

(ii)encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

(f)where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

This policy is informed by the following guidance: Relationships Education, Relationships and Sex Education(RSE) and Health Education guidance (2020); Preventing and tackling bullying guidance and tackling bullying: Advice for head teachers, staff and governing bodies, (July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/df-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdf/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdf/advice/f00215460/equality-act-2010-departmental-advice>

SCHOOL ETHOS AND VALUES

St David's actively grows young learners and leaders who are encouraged to promote the core values through their everyday experiences and opportunities in school. St David's develops every pupil, through a broad and holistic education, for a life at and beyond school. Alongside the excellent academic education, our pupils develop a strong sense of community spirit, respect, kindness and support for one another and a willingness to work hard and with confidence. These are developed through our Language of Learning; *perseverance, resilience, self-motivation, independence, curiosity, creativity, responsibility, respect and kindness, and reliability.*

The school upholds Christian values, welcomes those of any or no faith and celebrates the diverse cultural traditions of our families. St David's is a supportive, kind and caring environment. Everyone is encouraged to show compassion, care and respect for all members of the wider school community.

- To provide the respectful, safe and inclusive culture and environment to allow the development of the academic, personal and social potential of each child
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative, curious and happy, ready to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

Rationale

Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active, responsible citizens in their local community and over time in a wider world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and social and emotionally, tackling many of the spiritual, moral, social and cultural issues that are part of

growing up. Pupils also find out about the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international. They learn to understand and respect our common humanity, diversity and differences so that they can go on to value themselves and others, forming the effective, fulfilling relationships that are an essential part of life and learning. Through this, they are in a position to make and act on informed decisions. They learn to respect nature and understand how choices they make affect the sustainability of the world we live in. Through teaching Relationship and Sex Education in school a secure framework and environment is provided in which pupils can develop necessary personal skills and a positive attitude to sexual health and well-being.

Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people, those with English as a second language and SEND to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and having knowledge of the protected characteristics at an age appropriate level.

At St David's, we see PSHEE and Relationship Education as being at the centre of all that we do.

Through our weekly lessons and assembly times, our school environment and our school ethos, we aim to provide pupils with opportunities to:

- Explore their own values and beliefs
- Develop spiritual awareness
- Set high standards of personal behaviour
- Have a positive, caring attitude towards others
- Form an understanding of their own social and cultural traditions
- Appreciate the diversity and richness of other cultures
- Realise that it is alright to have your own opinions and not be influenced by the views expressed by others
- Develop reflective practices and opportunities for mindfulness and develop open-mindedness
- To help pupils understand their relationships and sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help gain access to information and support
- To develop skills for a healthy safe lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

Inclusion

The full provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives. Parents have a right to withdraw their children from non-statutory elements of sex education (those parts not within the national curriculum science programmes of study, see below for details).

Reviewed: February 2022

Next review: February 2023

Links

This policy should be read in conjunction with the Teaching and Learning policy, the Safeguarding Policy, the Anti-Bullying Policy, The E-Safety policy, The SEND Policy and Able, Gifted and Talented Policy, The Accessibility Policy, The Behaviour and Discipline Policy, The Equal Opportunities Policy, The Health and Safety Policy, The Admissions Policy, The Curriculum Policy, The Feedback Marking, Assessment and Reporting Policy, First Aid Policy, and Supervision of Policy.

Building Learners and Leaders

At St David's Prep we aim to build successful lifelong learners and leaders who are:

- **curious** – they want to know, find out, learn, they are self-motivated, they make links in their learning, can hypothesise, synthesise and reason
- **responsible** - take and share responsibility, make real choices and decisions, consider social and moral dilemmas, make the right choices for best learning and a happy community
- **reflective** - understand and appreciate difference, know their own strengths and weaknesses, able to work at the right pace for them
- **resourceful** - find information and advice, ask for help, show initiative and independence, understand and value creativity and ideas, appreciate a variety of ways of doing things so that there are choices to draw upon
- **resilient** - able to come back from failure, persevere when things are tough, courageous, able to draft and redraft for improvement and best standard
- **committed** – willing to participate and see something through to the best of one's ability including short and long term activities, self-motivated, self-disciplined, appreciate the need for planning
- **sociable** - meet and talk to people, develop relationships through work and play
- **adaptable** - prepare for and manage change
- **confident** – able to articulate and live the above and feel good about it, but equally always be looking to move forward
- **respectful** – able to respect themselves and others, value the differences and similarities between people and treat everyone equally. Respect the rule of law
- **safe** – to be aware of safety issues, including keeping safe online, able to manage risks

PSHEE and RSE coverage

PSHEE and RSE are taught within a safe and supportive learning environment by form tutors. Pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

The PSHEE curriculum is split into three strands which are built upon in an age appropriate way each year (see Appendix 2 for long term overview of the curriculum):

- **Health & Wellbeing:** Developing a healthy, safer lifestyle. Through PSHEE and other curriculum areas children develop the self-confidence and self-esteem, make informed choices. Children develop understanding of the link between good physical health and good mental health. Pupils continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- **Relationships (including Relationships and Sex education):** Understanding what makes for good relationships and developing them with members of the school and wider society. Respecting and celebrating differences. This is taught through experience and discussion. Learning to understanding difference, change, feelings and emotions and to acquire an appreciation of and respect for their own beliefs and those of other cultures, in order to promote tolerance and harmony between different cultural traditions. They will consider how to make choices and techniques for resisting pressures. Biological aspects of Sex and Relationship Education are taught within the Science curriculum. Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.
- **Living in the Wider World:** Preparing to play an active role as citizens/young leaders of their locality and also of wider society by accepting responsibility for their behaviour and showing initiative. This is developed through the Economic aspect of the PSHE Education programme, including the Charity and Community programme, opportunities to understand and respect democracy, including the rule of law and individual liberty and acquire a broad general knowledge and respect for public institutions and services in England. Through this area children will develop their moral, social and cultural understanding and explore British Values. They will develop their understanding of the protected characteristics at a level that is age appropriate and will develop knowledge of equality and diversity. They will also have opportunities to develop an appreciation of cultures and celebrations round the world (this will link to Religious Studies and geography).

The 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance sets out requirements for children at the end of primary school. These are found in Appendix 3. In consultation with parents we have developed learning outcomes for children at different stages in their journey through St David's.

By the end of Pre-Prep, children will:

- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

By the end of Prep, children will:

Years 3 and 4:

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support
- Describe the main stages of the human lifecycle
- Know about the physical and emotional changes that happen in puberty

Years 5 and 6:

- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes
- Explain how to keep clean during puberty
- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate, including legal consequences relating to inappropriate touches such as up skirting
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- Know when it is appropriate to share personal/private information in a relationship
- Explain how and where to get support if a relationship goes wrong
- Start to consider protected characteristics including (but not limited to) sexual orientation, sex, gender reassignment.

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In year 6 Relationships and Sex education may be taught as a 'workshop' style day covering aspects of the curriculum that are appropriate to children about to transition to secondary school.

PSHEE is not only confined to specific timetabled time. We believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways. PSHEE is delivered within a whole school approach which includes:

- School ethos
- Form time
- Assemblies
- Through pastoral care and guidance
- Classroom and playground rules
- Extra-curricular activities
- School events e.g. school trips
- Specialist outside speakers
- Teaching PSHEE through and in other subjects/curriculum areas e.g. Science, Geography, Religious Education, English, etc. Teaching and Learning Strategies

Teaching Styles

The aims of Personal, Social, Health and Economic Education are best achieved in an environment in which pupils feel safe and where they feel their opinions are valued. A range of teaching and learning styles are employed which include:

- Role play
- Discussion
- Imaginative writing
- Video/DVD
- Debate
- Group and pair work
- Research
- Circle time
- Games
- Use of outside speakers with expertise in particular areas. The school nurse will visit in years 5 and 6 to support teaching of specific aspects around puberty.

Good teaching relies on using appropriate methods for the aim of the lesson. All teachers are encouraged to develop a repertoire of flexible, active learning methods:

- Careful consideration of the learning experience and knowledge, skills and understanding that are acquired
- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time

Pupils develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives. They understand that the decisions they make are important determinants of their own success and well-being. They develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other. They learn to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others becoming increasingly socially aware and able to work effectively with others, including being able to solve problems and achieve common goals. They learn to fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society. They respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. They know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

Outcomes for pupils

During their time at the school, pupils should have the opportunity:

- To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities
- To be enthusiastic and committed learners wanting to achieve and becoming increasingly responsible for their own learning with appropriate study skills
- To become more mature, independent and self-confident, able to make decisions and show initiative
- To identify potential risks and how those risks might be reduced, but to take risks when appropriate
- To continue to learn about the wider world and the interdependence of communities within it and the need for Social Responsibility
- To further develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- To learn how to take part fully in school and community activities, learning to lead themselves and others
- To face changes in themselves, address them constructively and transfer to their next school with support and encouragement prepared for what lies ahead
- To learn how to make more confident and informed choices about their health; to take responsibility, individually and in a group, for their safety as well as that of others
- To learn about global diversity through Human Rights, political, social, economic and environmental issues and the plight of the less fortunate
- To develop their knowledge of protected characteristics at an age appropriate level

Assessment, Recording and Reporting

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Pupils' understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. In some activities, self and peer assessment may be used. There are three broad areas for assessment:

- PSHEE scrapbooks are kept by each class so that knowledge, understanding and skills developed can be documented
- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy. The assessment is monitored through the school's pastoral systems of monitoring them and the choices they make.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships. General comments about personal development will be included in annual reports to parents in the form tutor's comments.

The use of visitors to the classroom

Visitors to the classroom enrich the PSHEE programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

PSHEE Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHEE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

Time is also made each week for pupils to engage in reflective practice where they are given the opportunity to reflect on different aspects of their life in school. Through reflection children realise that they are able to act upon outcomes and behaviours and modify them where necessary. Reflective practice also provides an opportunity for pupils to feel pride in their achievements and develop their personal response to our school language of learning.

Withdrawal of students from Relationship and Sex Education

Under the 2020 Relationships Education, Relationships and Sex Education(RSE) and Health Education statutory guidance parents do not have the right to withdraw their children from PSHEE or the relationships part of the school's Relationship and Sex Education however they can request that their child be withdrawn from some or all of the sex education delivered as part of the RSE programme except that in the statutory Science National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the Relationship and Sex Education programme are taught via a letter and will provide opportunities for parents/carers to view the videos and resources being used. If parents want to withdraw their child/children from the Sex Education part of the RSE programme then this must be discussed with the class teacher and member of Senior Leadership. Following discussions, if a parent still wishes their child to be withdrawn they will be asked to state their reasons for withdraw in writing. The school will ensure that the pupil receives alternative education in another class for the duration of the PSHEE lesson.

Any complaints about the content or delivery of Relationships and Sex Education should be addressed to the Head Teacher.

Confidentiality and Safeguarding

Due to the nature of the topics covered in the PSHEE education programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. In compliance with the school's Child Protection and Safeguarding Policy, teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in her absence the Head, or the Deputy Designated Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHEE Education

or Designated teacher when necessary. A partnership between home and school and open dialogue between parent and child is key to ensuring that all have a thorough understanding of PSHEE topics, relationships and development.

Provision through teaching and learning in other subjects/curriculum areas

The PSHEE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE Education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities and the pastoral system.

The School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community.

Economic: Mathematics, Geography and History provide the economic education in PSHEE Education. There are key opportunities for developing social and moral skills such as the capacity to communicate, collaborate, work as a team and make the best choices as well as develop such personal skills as research, work independently, create, work with literacy and study skills number and ICT.

Fundamental British Values: The children have the opportunity to understand the rules and behaviour policy and develop respect for the school's system of managing behaviour as a micro system of the country's law. Study skills teach about the rule of law, individual liberty and democracy.

Spiritual: Spirituality is a very individual thing and we appreciate that it means very different things to different people. Often it can be manifested in 'awe and wonder', beauty, magical experiences, penny dropping moments, God, times of reflection, noticing things in the outside world etc.

EYFS

PSHEE in Reception and Pre-reception is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world in Reception when we develop a child's knowledge and understanding of the wider world.

Provision for some aspects of PSHEE and Citizenship are made through other subjects:

In accordance with the Early Learning Goals in the EYFS statutory framework, by the end of Reception, children will:

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Talk about the lives of people around them and their roles in society.

Appendix 4 shows the key statements from the Development Matters framework for 3 and 4 year olds and the EYFS statutory framework for Reception and how they link to the PSHEE/RSE curriculum to support children in starting to develop these essential skills.

Learning Outside the Classroom (including Forest School in the Early Years)

- Children grow, learn and thrive better when connected to the natural world
- The pace of learning is important. Creating time to think and reflect is powerful.
- Learning outdoors in a less structured environment can be more relaxing for many learners.
- We can use outdoor learning to create a 'growth mindset' in our pupils – attitudes of resilience and not giving up.
- Curiosity, creativity and imagination can easily be catered for and developed outdoors.
- Risk is an intelligent behaviour and we must allow for risk taking, within set limits.
- Greater collaboration and team based activities change mindsets and behaviours to become all inclusive

Resources

- The Whole School Curriculum and related resources
- The PSHEE Schemes of Work especially CORAM website
- Yearly visit from 'The Life Education Bus'
- Online safety programme
- A committed and experienced staff
- The code of behaviour and application thereof
- Relevant anti-bullying campaigns
- School cultural and charity days
- School democratic procedures and systems
- Visiting speakers, health workers, representatives of the parliamentary system
- Educational visits and outings

Healthy Eating and Drinking

The School is committed to encouraging and developing positive attitudes towards food, drink and nutrition. Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about food and healthy eating. We recognise that the experience of eating together strengthens our community, and allows us to provide the children with opportunities for communication and sharing positive values and social behaviour. The importance of balanced nutrition and healthy food choices is taught explicitly through the science, P.E. and PSHEE curriculum. In the Foundation Stage it is taught explicitly through the areas of Physical Development and Knowledge and Understanding of the World/

Monitoring and Evaluation

The teaching of Relationships and Sex education is monitored by the curriculum co-ordinator through lesson observations and looking at planning and materials produced by the children. Opportunities are built into lessons for assessment of pupil progress. Pupils are asked to reflect upon their learning and reflect upon and consider the importance of discussions that they have had. The use of reflective journals provides an opportunity for informal monitoring. The head teacher and curriculum co-ordinator have overall responsibility for ensuring the delivery of RSE and ensuring that legal obligations are fulfilled.

Formal evaluation of PSHEE and RSE in the school could be monitored through:

- Behaviour. This is constantly monitored by all staff and analysed alongside sanctions and safeguarding logs by a member of the SLT. Outcomes and trends dictate improvement planning for the future.
- Pupil review outcomes are considered and analysed. Outcomes dictate improvement planning for the future
- Staff and pupil questionnaires and input into planning dictate improvement planning for the future.
- Whole school planning and implementation is evaluated and analysed. Outcomes dictate improvement planning for the future.

Policy Review

This policy will be reviewed annually and approved by the head teacher.

Next review February 2023

Appendix 1. British Values at St David's Prep.



At St David's Prep we consider it is important for each child to develop a robust set of values and principles in order to prepare them to become good citizens in our multi-cultural society.

To support them in this, we aim to teach a rich and varied curriculum which enables pupils to develop an awareness and knowledge of their British heritage and the religious and culturally diverse country in which they live.

We therefore promote and uphold the British values of democracy, rule of law, individual liberty, mutual respect and tolerance.

DEMOCRACY

- Children are involved in democratic processes, e.g. voting for their school councillors and deciding upon their class rules
- The school council is led by members of staff who adhere to democratic principles
- We have visits from the local police who talk to the children about upholding the law
- Upper KS2 pupils learn about voting, how laws are made and our British system of government
- Democracy is modelled by all staff, who ensure that all pupils have the right to be heard and listened to
- We have assemblies throughout the year to support and highlight the importance of democracy, e.g. International Day of Democracy, looking at lives of significant people - Nelson Mandela and Martin Luther King

INDIVIDUAL LIBERTY

- Pupils are actively encouraged to make safe choices, knowing they are in a safe and secure environment with clear boundaries
- Children are given the opportunity to choose activities and given freedom to work collaboratively with their peers
- Pupil voice is encouraged and children are given the opportunity to question, comment and reflect
- Pupils are taught that everyone has a right to their own opinion and given space to consider their own identity and sense of where they belong
- We celebrate the success of others and their achievements both in and out of school
- Older pupils are challenged to think about and debate big 'open' questions through the delivery of occasional P4C sessions

RULE OF LAW

- Through PSHEE, each class establishes a set of rules that they agree to adhere to and forms the basis of the expected behaviour and learning environment in the class
- We have a whole school behaviour policy, that all staff are aware of and pupils understand and follow. We have clear rewards and sanctions, that reflect society as a whole
- Year 6 pupils act as prefects and monitor and direct the younger pupils as they move about school and around the grounds
- Year 6 pupils all have a position of responsibility and organise and undertake various duties and activities throughout the year
- The RE curriculum covers the study of rules and codes that people from different religious communities are expected to live by
- PSHEE and assemblies throughout the year deliver information to our pupils on the law and why we have rules in society
- Topics such as Safety Awareness and e-safety are covered throughout the school, both internally and by visiting speakers

MUTUAL RESPECT and TOLERANCE

- Our RE curriculum provides a broad and balanced education where experiences from a range of faiths, religions and cultural backgrounds are shared
- Our school is inclusive of all, regardless of race, colour or creed
- In our assemblies, opportunities are given for pupils to reflect on Christian values and the teachings of Jesus as examples of how love, tolerance and respect can and should be lived out
- In assemblies we hear stories and celebrate festivals from other religions and cultures to foster an understanding outside our own experience
- Our PSHEE curriculum embodies values of mutual respect and teaching on relationships and citizenship
- Pupils are taught to be polite and respectful at all times, within and outside of school to people of any age or status
- We hold fundraising events throughout the year. These give the pupils an opportunity to consider and respond to others, both home and away in a caring and respectful way
- When participating in sporting activities, our pupils are actively encouraged to demonstrate good sportsmanship to fellow participants

**Appendix 2 PSHEE and RSE
LONG TERM PLANNING**

YEAR GROUP	TERM 1	TERM 2	TERM 3
EYFS	<p>PSHEE is ongoing throughout the whole EYFS curriculum however specific activities relating to the RSE topics will be covered in the summer term.</p> <p>There is no-one quite like me.</p>	<p>Feelings and emotions</p>	<p>Growing and changing – RSE Myself & Others Body Awareness Hygiene Families</p>
1	<p>Living in a wider world – rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p>Relationships Attributes, kindness, fairness, sharing and respecting opinions.</p>	<p>Living in the Wider World – Taking care of the environment – ways to look after our school environment. Improvements to the school environment.</p> <p>Health and Wellbeing Healthy eating, sleep and keeping clean</p>	<p>Living in the Wider World: Money matters: sources of money; uses for money; spending and saving; role of money in their lives;</p> <p>Growing and Changing – RSE Myself and Others Body Parts Friendships Choices</p>
2	<p>Living in a wider world Our ideal classroom, when I feel cross, awareness of the needs of others. Belonging to communities and groups.</p> <p>Relationships Recognising and respecting similarities and differences.</p>	<p>Living in the Wider World – Taking care of the environment – improvements and harm to local environments; ways of looking after local environments</p> <p>Health and Wellbeing Looking after my body Keeping safe.</p>	<p>Living in the wider world Money Matters - managing money and keeping it safe; choices about spending; influences on spending choices</p> <p>Growing and Changing – RSE Body development Safety Secrets</p>
3	<p>Living in the Wider World Responsibilities, rights and duties at home and in the community. Why are class and school rules important? Link to UN rights of child.</p> <p>Relationships Valuing difference – family and friends, respect and challenge. Rules, rights and responsibilities.</p>	<p>Living in the Wider World Caring for the environment</p> <p>Health and Wellbeing Healthy lifestyles Keeping safe and helping each other to stay safe.</p>	<p>Living in the Wider world Money</p> <p>Growing and Changing – RSE Self Esteem Differences and Similarities Decision Making Safety Growing and changing</p>

**Appendix 2 PSHEE and RSE
LONG TERM PLANNING**

YEAR GROUP	TERM 1	TERM 2	TERM 3
4	<p>Living in the wider world How can we make a difference? Stereotypes and rights</p> <p>Relationships Valuing differences What would I do?</p>	<p>Living in the Wider World Caring for the environment</p> <p>Health and wellbeing Danger, risk or Hazzard</p>	<p>Living in the wider world Money</p> <p>Growing and Changing – RSE Emotions Changes to my body Assertiveness Healthy Relationships</p>
5	<p>Living in the wider world Rules – rights and responsibilities Fact or opinion</p> <p>Relationships Friendships, valuing differences</p>	<p>Living in the Wider World Rights and responsibilities – environmental action groups</p> <p>Health and wellbeing Independence and responsibility, emotional needs</p>	<p>Living in the wider world Local issues – local councils Spending wisely,</p> <p>Growing and Changing – RSE Relationships Support Networks Puberty & Hygiene</p>
6	<p>Living in the wider world Internet safety and social media 'Fakebook.' How is information presented in the media? Biased reports</p> <p>Relationships Valuing and respecting differences</p>	<p>Living the in Wider World Democracy in Britain – elections. How laws are made</p> <p>Health and wellbeing Emotional wellbeing – 5 ways to wellbeing project from Coram website.</p>	<p>Living in the Wider World Enterprise event</p> <p>Growing and Changing – RSE Reproduction & Pregnancy Resolving Conflict in Relationships Taking Risks (including in relationships and protected characteristics)</p>

Appendix 3 Statutory requirements for RSE

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 4



PSHEE in EYFS:

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

PSHE		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.• Can start a conversation with an adult or a friend and continue it for many turns.

	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none"> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.

	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
	Physical Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.