Policy Title: RSHE & Personal Development

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Approved By:

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Policy Owner: Headteacher

Related Policies:

- Safeguarding Policy

Distribution: This policy is available to all members of the Carlton Colville Primary School community via the school website and upon request from the school office.

RSHE & Personal Development Policy

1. Intention

At **Carlton Colville**, the physical and emotional well-being of our children is a priority. A great deal of importance is placed on:

- RHSE
- PSHE
- Citizenship
- Development of character
- Wider opportunities
- British Values
- Inclusion and equality of opportunity
- SMSC

We aim to nurture and educate our pupils in order to help them to develop the knowledge, understanding and skills needed to live happy, healthy and successful lives, now and in the future.

Personal Development is taught through a range of implicit and explicit learning opportunities and is embedded throughout the curriculum. RSE and Health Education objectives are covered during discrete lessons using the SCARF scheme, which is a whole school approach. PSHE and Citizenship is covered across the curriculum as part of our RE, PE and Science Curriculum and a weekly PD session. In addition to this, PSHE content is enhanced weekly by whole school events such as assemblies, enrichment days, our half-termly value focus and our daily use of Learning Aliens (8 learning skills).

Our PSHE curriculum includes (but is not limited to) objectives linked to the following themes:

- Relationships (including friendships, RSE and equality and diversity).
- Health and Well-being (including mental well-being balanced diets, exercise and drug education).
- Living in the wider world (including citizenship, financial education and keeping safe).

2. Implementation

Subject Leadership Responsibility
Personal Development is led and overseen by our **Citizen Team**. A regular programme of monitoring, evaluation and staff support takes place along with the celebration and sharing of good practice. There is an ongoing commitment to evolve and improve the quality and impact of Personal Development for all the children.

Planning
Curriculum planning for Personal Development is carried out in three phases: long-term, medium-term and short-term. The SCARF scheme maps out the RSHE breadth of curriculum covered within each year group for each academic term. This ensures the statutory RSHE Programme of Study objectives are covered across all KS1 and KS2 classes. The medium-term plans give details of each unit of work for each term. Short-term plans are specific lesson plans, with learning objectives and expected outcomes, giving details of how the lesson is to be taught. The class teacher manages these plans and uses them to support the teaching and learning.

Teaching & Learning

Within the RSHE and PSHE sessions, each child has the opportunity to share their views and opinions along with knowing the classroom is a safe and secure environment to do so. Children are made aware of a safe space which is available during these sessions if they need to remove themselves for a period of time.

Relationship and Sex Education (Relationships, Sex and Health Education)
Definition of Relationships, Sex and Health Education (RSHE)
From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education.

Compulsory aspects of Relationships, Sex and Health Education.
End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RSHE has links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Positive Behaviour Policy
- Confidentiality Policy
- Equality Policy
- Public Sector Equality Duty
- Health and Safety Policy
- Disability Policy
- RE Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy

SCARF Content
SACRF Scheme covers 6 key areas. These are:

1. Me and My Relationships
2. Valuing Differences
3. Keeping Safe
4. Rights and Respect
5. Being my Best
6. Growing and Changing

Each unit is covered in every year group through a progressive, age appropriate and spiral approach helps support the children across the school. *More information is available on our school website.*

Safeguarding
Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's 'recording safeguarding concerns' form will be used and its Safeguarding and Child Protection Policy is applied at all times, referring to the DSL. Latest government safeguarding guidance is now available (Keeping Children Safe in Education, 2022)

Equalities
The Equality Act 2010 and the Public Sector Equality Duty(PSED) – 5th April 2011, covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender and questioning (LGBT+Q). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Withdrawal from RSE lessons
Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the Headteacher or Deputy Headteacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

Assessment
Children are continually assessed focusing on the breadth of their learning, and more importantly, on the depth of their learning. Teachers will continually assess the acquisition of skills and knowledge throughout each session and will reinforce, support or challenge pupils accordingly to deepen their understanding.

The main method of gathering evidence and assessing Personal Development is made through a continuous process of teacher observation. This is an informed assessment based on knowledge of the pupil and their ability to articulate their opinions/reasons within a discussion. Other forms of assessment used includes:

- Observing children
- Live feedback
- Effective questioning
- Probing and Quizzing
- Pupil voice

Resources
The SCARF scheme includes all the resources needed to deliver each RSHE topic including images, scenarios and a deeper thinking/discussion questions. Additional Personal Development resources include: visitors, speakers, leaders and age appropriate resources from a range of accredited websites (such as Twinkl).

Equality, Diversity and Accessibility
All pupils will access a broad and balanced curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disability, and those who have English as an additional language.

Teaching and learning aims to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing reasonable adjustments, a range of equipment, appropriate groupings, safe spaces in which to work and when appropriate and differentiated tasks which enable all pupils to make good progress over time. Where appropriate, some children will be given support prior to the RSHE session to allow them more time to grasp new vocabulary and content.

Spiritual, Moral, Social and Cultural Development
The teaching of RSHE and PSHE offers opportunities to support the spiritual, moral, social and cultural development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them a chance to discuss their ideas and opinions.

Personal development enables children to develop a mutual respect and tolerance for people's views and opinions, discern from right and wrong, understand own and others behaviours and beliefs and recognise common aspects across cultural, religious and ethnic communities and encourages them to cooperate across a range of activities and experiences. Personal development helps children to develop a better understanding of themselves, each other and members of society.

Professional Development (CPD)
All staff have access to the Educator Solutions Scheme. This offers much support and teaching resources. Staff can continually liaise with the **Citizen Team** about their knowledge as well asking the Citizen Team to provide updated changes and guidance in staff meetings. CPD, for all staff, takes place throughout the year through regular support staff training and teacher training sessions.

Extra-curriculum and Enrichment
There are a wide range of extra-curricular and enrichment opportunities across the school. These include:

- Pupil Leadership Roles (CTA,Wellbeing Team, Sports Leader, Junior Road Safety Officer, Librarians, The Museum Team, Wildlife Wardens, Eco-Warriors, Online Safety Leaders, Year 6 Family Circle Leaders)
- A range of extra-curricular clubs (including: sports, musical, theatre, gardening clubs)
- Visitors, speakers and live experiences.

3. Impact

Our Personal Development curriculum, enrichment and extra-curricular activities gives the children the best opportunity to give them the skills and to educate them about the importance of being a respectful, active member of society who can live in a multi-cultural world, utilising the skills and knowledge acquired through RSHE and PSHE.
Highlighted Personal Development impact includes: *(this is not an exhaustive list)*

- A weekly 45-minute Personal Development session with an additional whole school focus.
- Daily Newsround viewing to allow discussion around current UK and Worldwide affairs.
- Assemblies linked to British Values, Citizenship and SMSC.
- Learning skills and half-termly values encourage development of character.
- Our pupil leadership/voice roles continue to be a cornerstone of the children's Personal Development.
- Children have the opportunity to take part in a range of extra-curricular clubs e.g. gardening, parkour, high intensity dance.
- Family Circle Groups happen once each half term, with year 6 children leading this pupil voice forum.

- A calendar of whole school themed days provides opportunities throughout the year to further enhance development of character, citizenship and celebrating our community.

Curriculum Subject Leadership

The core purpose of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. The Citizen Team is responsible for RE and Personal Development. They report to the Head Teacher and their Governor Partner. They will ensure that the following considerations are appropriately overseen:

- Play a leading role in preparing and reviewing policy for the teaching of their subject;
- Plan and organise the curriculum for their subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;
- Monitor and evaluate the implementation of policy and planning;
- Regularly and systematically provide guidance to colleagues on content, methodology and resources; develop policies and schemes of work;
- Manage, audit and update resources;
- Monitor teaching, learning and standards throughout the school;
- Supporting and advising colleagues;
- Designing and delivering CPD;
- Developing pupil leadership roles within school.

A subject leader will be expected to speak with confidence and have:

- A clear understanding of the school's curriculum vision along with the subject intent and implementation;
- An understanding of the progression throughout their area/subject;
- An understanding of the value that learning in their area/subject has for pupils;
- Multiple forms of evidence of the effectiveness of teaching in their area/subject – impact;
- The strengths and areas for development in order to be able to offer support in their area/subject when needed by their colleagues.

4. Policy Review

This policy will be reviewed, at least year or earlier if there is a need to do so.