



# William Penn Personal, Social, Health and Economic Education and Relationships and Sex Education

Signed:

Headteacher

*G. Brookes*

Chair of Governors

*Levy*

Date: 14.4.26

Date of next review: Summer 2027

## **Rationale**

Personal, Social, Health and Economic Education and Relationships and Sex Education (PSHE and RSE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a multicultural society. At William Penn, the curriculum prepares pupils for the opportunities, responsibilities and experiences of adult life.

## **Aims**

The aims of Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at William Penn are to:

- provide opportunities for pupils to develop socially and emotionally; becoming resilient, independent and confident members of society who have an understanding of their own identity and worth
- teach pupils about positive relationships, including friendship, families and relationships with children and other adults recognising differences between peoples, cultures and genders
- create a positive culture around issues of sexuality and relationships, how these may be different for others and the different roles and responsibilities within these relationships
- teach children how to stay safe in a wide range of contexts, how to make safe and appropriate decisions and how to get help if needed, including online. For Key Stage 2 this will include drugs and medicines, smoking and vaping and alcohol
- teach children the importance of respect and how to respect others whilst acknowledging and accepting other people's differences
- teach and support pupils to understand positive emotional and mental wellbeing, how their physical health can impact their mental health and wellbeing
- Provide a framework in which sensitive discussions can take place, this is done at the start of every lesson across all classes
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene, including body-image and self-image
- teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory Requirements**

As a maintained primary school we must provide PSHE and RSE to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education. However, we have a statutory duty to teach the elements of sex education that are outlined in the science curriculum.

At William Penn, we do offer sex education that is taught in addition to the science and RSE curriculums. We teach this from the same scheme of work as the PSHE scheme.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At William Penn we teach RSE as set out in this policy. Parents are offered a meeting in Year 5/6 to discuss the content of the RSE lessons.

## **Policy Development**

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the subject leader collated all information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – the subject leaders shared their knowledge and revised policy with the PSHE and RSE governor

4. Parent/stakeholder consultation – parents and any interested parties are encouraged to offer their views after reading this policy to ensure changes are made where necessary
5. Pupil consultation – we investigated what exactly pupils want from their PSHE and RSE, this is done through subject monitoring.

### **Curriculum**

Our curriculum is set out as per Appendix 1. It is adapted and changed when appropriate and relevant to do so.

We have adapted Jigsaw as a complete scheme of work to include areas of learning, across all year groups, that are relevant to our school, ethos and community. We aim to provide the children with cross curricular links, ambitious lessons based around discussion, focusing on mental health and well-being, rooted in respect for one another's point of views and beliefs.

### **Delivery of PSHE and RSE**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. Pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Visitors from the business community and world of work broaden the understanding of work-related issues and career choice. PSHE and RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Relationships
- Changing Me

These topics are taught across all year groups to encourage consistency and progression through the subject.

For more information about our PSHE and RSE curriculum, see Appendices 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Curriculum Planning**

We teach PSHE and RSE in a variety of ways and in many instances as a discrete subject. However, learning opportunities for PSHE and RSE can also be found in the general ethos and expectations for the way in which children interact within the class and school environment at William Penn. In addition to this, elements of PSHE are frequently found across the curriculum, for example in texts used in English, figures studied in history or through group and team-based activities.

We also develop PSHE through activities and whole-school events, for example, the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Quaker values of equality and friendship are fundamental to this area of learning and enable the school to put into practice some of its most important ideals. We have achieved The Rights Respecting Schools Silver Award and the concept of rights is one which is regularly discussed as part of our teaching and learning.

### **Early Years Foundation Stage**

We teach PSHE to pupils in Year R through the Early Years Foundation Stage of the National Curriculum. Aspects of PSHE arise through the PSED (Personal, social and emotional development) objectives set out in the curriculum guidance for the Early Years Foundation Stage.

## **Teaching PSHE to Children with Special Educational Needs and Disabilities**

We teach PSHE to all children, regardless of their ability. Teachers provide learning opportunities matched to the needs of all children and are sensitive to individual circumstances. In addition, teachers are aware that pupils with SEND may be more vulnerable than others and take this into account when teaching.

## **Roles and Responsibilities**

### **The Governing Body**

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory aspects of the RHE curriculum.

### **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching PSHE and RSE are encouraged to discuss this with the headteacher.

Staff who are responsible for teaching PSHE and RSE at William Penn include: Sophie Peters, Dan Hindhaugh, Anna Constable, Spencer Phillips, Colin Brookes and Katie Passfield.

Subject Leaders for PSHE and RSE is: Katie Passfield

### **Pupils**

Pupils are expected to engage fully in PSHE and RSE and, when discussing issues related to this, treat others with respect and sensitivity.

### **Parents' Right to Withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher or subject lead to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

As a School we will want to document this process to ensure a record is kept.

### **Training**

Staff are trained on the delivery of PSHE and RSE through professional discussion and sharing of key information by the subject leaders. Training for PSHE and RSE is included in ongoing professional development and may also include support from external professionals, for example the school nurse. Jigsaw offers further CPD for teachers that is delivered by the subject lead when changes happen such as statutory guidance changes. This is done during staff meeting time or INSET days.

### **Monitoring and Assessment**

The delivery of PSHE and RSE is monitored by the subject leaders, for example, through planning scrutinies, learning walks and pupil discussions. The PSHE and RSE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. Written work is not always recorded in these lessons; therefore, methods of monitoring may include elements of child conferencing and discussion. The subject leader supports colleagues in the teaching of PSHE and RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems. Teachers assess children's work-related learning in PSHE and RSE, both by making informal

judgements as they observe them during lessons and by doing formal assessments of their work. Assessments are made using a set of core skills categorised as interpersonal, intrapersonal and enquiry-based skills. There is a great element of self-assessment in PSHE and RSE, as frequently only the child will be able to determine whether a learning intention has been achieved.

**Review**

This policy will be reviewed by the subject leaders and governing body every year.