

Wheeler's Lane Primary School: Relationships, Sex and Health Education within PSHE Policy. 2024



Policy to be reviewed annually

Recommended by the Curriculum and Community Committee on

Ratified by the Governing Body

Signature of Chair of Governors

Dated:

Our School Vision

A community of inspiration, aspiration and enrichment.

School Aims,

A school that: Aims high Rises to the challenge Celebrates success

PSHE Intent

At Wheelers Lane Primary school, our inclusive PSHE curriculum enables limitless learning. We facilitate this through developing our children's positive well-being, knowledge and skills. Thus enabling them to make informed decisions, manage risks, recognise potential barriers and have the resilience to overcome them.

Children's values, rights and respect for themselves and each other and forging positive relationships is at the heart of our curriculum. We share our similarities and develop respect and tolerance for our differences within our diverse community. We aim to help them understand how they are developing personally and socially and to stimulate, challenge and nurture their moral, social and cultural curiosity. We are passionate about empowering our children to develop their understanding, skills and attitudes that will equip them to confidently lead healthy, safe lives and be responsible citizens now and in the future of our ever-changing world.

Data

Our curriculum has been designed and personalised for our pupils using local data -including local health data, road accidents, substance misuse, knife crimes - (Birmingham Health Profile data - childhood obesity, ONS, teenage pregnancies) and school data. This data has been used to inform our PSHE/RHSE lessons selected.

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education;

Department for Education statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams and teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

WLPS Drugs Education Policy

Rationale

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risks to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

Sex Education:

In addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year 6 and information about the content of these specific lessons and your right to withdraw your child from them can be found below

SCHOOL CONTEXT

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

Policy Development and Consultation

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

Relationships and Health Education

At Wheelers Lane Primary School, understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the schools policy on that subject is explained further below).

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. **Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances**
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs
- To create a bright, happy stimulating environment where everyone is encouraged to become an independent and creative learner.
- To encourage good behaviour and caring relationships based on mutual respect.
- To develop respect and tolerance for our diverse community.
- To equip our children with the necessary knowledge, skills and attitudes to become lifelong learners and effective citizens.
- To work in partnership with parents and the community.
- To promote pupils' personal and social development, including their health and well being effectively.
- To develop pupils' knowledge and understanding of their role and responsibilities as active citizens in a modern democracy.
- To equip pupils with the values, skills and knowledge to deal with the difficult moral and social questions they face.

MORAL AND VALUES FRAMEWORK

THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

CONTENT OF PROGRAMME

PRIMARY

- Outline how Relationships and Health Education is provided to support personal, social and emotional well-being
- Our Relationship and Health Education curriculum has been developed through progressive topics beginning from Year 1 to Year 6 (Please see year group overviews in appendices)
- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Develop good relationships respecting the differences between people
- Within the breadth of opportunities children will develop their knowledge skills and understanding.
- RHSE within and as part of PSHE -plays an integral part in the school curriculum and elements are included in all other National Curriculum subjects. Reference to PSHE is made when appropriate in other Curriculum subjects and assemblies.

SEX EDUCATION - NON STATUTORY

In addition to the requirements of the National Curriculum in Science, the school teaches Sex Education in year 6 and information about the content of these specific lessons and your right to withdraw your child from them can be found below.

The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school's sex education programme will include 2 lessons in year 6 covering the following topics; conception and how a baby is born. Parents will be notified

in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from these specific lessons.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 **(This guidance is currently under review and may change)**

Primary -age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Sex Education (Primary)

65. 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.

66. The content set out in this 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. 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.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Science National Curriculum Requirements: All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

<u>Year 1</u>	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<u>Year 2</u>	Notice that animals, including humans, have offspring which grow into adults (non-statutory notes and guidance states pupils should recognise growth NOT how reproduction occurs)
<u>Year 5</u>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. (non-statutory notes and guidance states pupils should find out about different types of reproduction, including sexual reproduction in animals). Describe the changes as humans develop to old age. (non-statutory notes and guidance states pupils should draw a timeline to indicate stages in growth and development of humans. They should learn about the changes experienced in puberty)

Relationships and Sex Education Aims

*For pupils to develop the understanding that RSE is a gradual developmental process that is supported by a partnership between home and school, and that it will provide a foundation for further work in Secondary school.

* To help young people to respect themselves and others.

* To support pupils through their physical, emotional and moral development.

*To help pupils understand the significance of marriage and stable relationships and their importance for family life.

- *To help pupils move more confidently into adolescence.
- * To safeguard our pupils.
- * To help pupils keep themselves from harm both on and offline, and know who to ask for help and advice.
- * To use respectful language.

Relationships, Health and Sex Education and safeguarding year group coverage (see appendices 1-6 for year group overviews)

****(Please note, the below is subject to change based on developing government guidance)****

Relationships and Non-statutory Sex Education taught in Summer 1 RSE

(Non-statutory Sex Education highlighted in red)

Year 1	1. People in my life 2. My special people. 3. Families and people who care for me. 4. Keeping friendships 5. People who can help. Naming Body parts (excluding Penis and Vagina) Safe and unsafe touches and NSPCC rule (NC Science and Safeguarding)
Year 2	1. Different types of families 2. Feelings in families - recognising feeling safe/unsafe 3. If someone leaves they still love me 4. I can tell when I feel cared for/love or care for someone. 5 Naming body parts including Penis and vagina and NSPCC PANTS rule - safe and unsafe touches (NC Science and safeguarding)
Year 3	1. Males /females- Challenging stereotypes 2. Body part differences (All body parts - NC Science and safeguarding) 3. Family differences/ stereotypes of families 4. Personal Space/ touch /unwanted touch (Safeguarding)
Year 4	1. Positive relationships 2. Puberty Christopher Winter Lesson 2 and 3 Puberty changes only 3. Keeping Safe NSPCC and safe and unsafe touches (Safeguarding)

Year 5	1. My changing body - Puberty and Hygiene 2. Menstruation and Wet dreams All Body parts (NC Science). 3. Unhealthy Relationships 4. Keeping safe - different types of touch/ develop skills of saying no! (Safeguarding)
Year 6	1. Puberty in preparation for reproduction 2. Different types of adult relationships Qualities of friendship/adult relationships 3. NON-STATUTORY Conception and pregnancy 4. NON-STATUTORY How a baby is born Non-Statutory children can be withdrawn from conception part of lesson 5. healthy/unhealthy relationships 6. Safe and unsafe touches dealing with inappropriate touches including FGM, right to say no, keeping secrets. (safeguarding)

Staying Safe sessions (Safeguarding)

All children will receive staying safe lessons covering the NSPCC underwear rule - PANTS. These lessons will be taught to each year group from years 1-6 and will be age appropriate. Parents will be informed that the NSPCC underwear rule will be taught to all of the pupils in years 1 -6. What areas of the body are private and should not be touched and who they can talk to if they are worried is also to be covered age appropriately.

PANTS

- **Privates are private**
- **Always remember your body belongs to you**
- **No means no**
- **Talk about secrets that upset you**
- **Speak up, someone can help**

A Childline assembly will be shown to Key stage 2 pupils re: Staying safe/ Abuse.

ORGANISATION AND METHODS OF TEACHING

Planning and delivery of programme

- This scheme of work has been planned by school staff and supporting external agencies.
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected.
- The discrete puberty programme will be taught in Years 4, 5 & 6 by trained, confident staff.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school.
- Pupils will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning.

PSHE Association programme of Study is mapped out with our PSHE curriculum. See individual year group planning document alongside the overviews for our whole PSHE curriculum coverage and PSHE POS. This includes - Financial Capability, Road Safety, Gambling and including belonging and addressing extremism

Drugs Education

There is a separate Drugs Education policy outlining the curriculum for KS1 and 2

Anti-bullying

Anti-bullying week is taught in November each year and the anti-bullying alliance theme is used alongside planned objectives for each year group re anti-bullying. Children in Years 3 and 5 will follow the KIVA lessons in PSHE lessons (it also can be used as interventions in other year groups if necessary).

Coverage

Themes	Year groups					
Relationships Education	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6
Families and people who care for me	*	*	*	*	*	*
Caring Friendships	*	*	*	*	*	*
Respectful Relationships	*	*	*	*	*	*
Online Relationships	*	*	*	*	*	*
Being Safe	*	*	*	*	*	*
Health Education						
Mental Wellbeing	*	*	*	*	*	*
Internet Safety and harms	*	*	*	*	*	*
Physical health and fitness	*	*	*	*	*	*
Healthy eating	*	*	*	*	*	*
Drugs Alcohol and Tobacco	*	*	*	*	*	*
Health and prevention	*	*	*	*	*	*
Basic First Aid	*	*	*	*	*	*
Changing Adolescent body				*	*	*

(The above is subject to change based on developing government guidance)

Foundation - Nursery and Reception

Nursery and reception follow the Personal, social and emotional development aspect of the Curriculum guidance for the (EYFS) Early Years foundation stage curriculum.

Social and Emotional Aspects of Learning (SEAL) in KS 1 and 2

Social and Emotional Aspects of Learning through pastoral care and guidance; discrete curriculum time. Some of the lessons from the Social and Emotional Aspects of Learning curriculum is taught in these Year groups 1,2,3,4 and 6. See overview appendices 1-6 for each year group to view which aspect of SEAL is covered.

YEAR 5 as part of PSHE/RHE will follow the Values Versus violence planning covering all of these topics over the academic year: Values, rights, friendship groups, groups and gangs, unsafe behaviour, anger, weapons, value of life, value of the law, teamwork, emergency services, who can we tell, doing the right thing, value of money, making decisions, making a difference. (See year 5 overview appendices 5)

Financial Capability (PSHE)

Financial capability is taught in each year group - (See each year group overview appendices 1-6)

Junior Leadership Team (JLT)

JLT provides a structure that enables pupils to learn vital lessons about citizenship from their own experience in the classroom. Children are democratically elected for posts within JLT. JLT meets every fortnight

AREAS OF RESPONSIBILITY:

Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHSE in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures

SPECIFIC ISSUES

Confidentiality

Pupils will be informed that as with any other safeguarding issue, 100% confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm. For Child Protection concerns the school will follow the Child protection and safeguarding policy and consult the Designated Safeguarding Lead via CPOMS.

Use of External Providers

External providers (if used) should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

Ground Rules and distancing techniques.

Use of depersonalising skills to provide distance from personal experiences and therefore create a safe and secure environment in which the children can learn. Example: What would the bully do? Not what would you do if you were the bully? Agony aunt's problem pages, role playing are also used.

Ground rules will be set so that children will know clear parameters of appropriate questions and to avoid embarrassment. No personal questions.

Answering Difficult Questions

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents. Staff will follow the guidance from this policy as to how best to answer and signpost children to where to find answers if staff can't.
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships

- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern
- Staff will give factual information and not personal views or values.
- Staff will support children to understand that people hold different points of view and there is not always one clear/correct answer.

WORKING WITH PARENTS

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons on non-statutory sex education in year 6 and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationships, Health and Sex Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with (Mr Dunn and Miss Fletcher).

Parent Withdrawal

Parents have a right to withdraw their child from sex education lessons, but not from Relationships and Health Education lessons. Year 6 Parents will need to inform their child/ren's class teacher or headteacher.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

PROVISION FOR MENSTRUATION

The school will be available to provide support to pupils and all the necessary resources are kept in the School Office.

Sanitary disposal units are situated in the pupil toilets.

Other related documents & policies

- Drugs Education Policy 2024
- Anti-bullying Policy 2024
- Behaviour Policy
- Education Act 2002
- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- 2020 The Birmingham Approach to Relationships and Health Education in Primary Schools.
- United Nations Convention on the Rights of the Child
- Prevent Duty
- SEND Policy
- Child Protection and safeguarding policy
- Confidentiality
- E-safety policy

EQUAL OPPORTUNITIES/INCLUSIVITY

The school's Relationships and Health and sex Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

The Equality Act (2010). In our school the children will be taught about the protected characteristics in the Equality Act and this will be supported by a

broad range of texts across the school within other areas of the curriculum including PSHE.

The schools Sex Education programme in year 6 will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. All pupils will be treated equally and entitled to receive RSE regardless of gender, race, ethnicity, age, culture, disability and social background.

UNICEF Rights Respecting School:

We are a rights respecting school and when writing this policy, the UN rights of the child have been considered. UNCRC Rights covered within the PSHE curriculum include:

Article 1- definition of the child.

Article 2 - Non-discrimination.

Article 3 - best interests of the child.

Article 12 - respect for the views of the child

Article 13 - freedom of expression

Article 14- freedom of thought, belief and religion

Article 15 - freedom of association

Article 16 - right to privacy

Article 17 - access to information from the media

Article 19 - protection from violence, abuse and neglect.

Article 24 - health and health services

Article 28 - right to education

Article 29 - goals of education

Article 31 - leisure, play and culture

Article 33 - Drug abuse

Article 34 - sexual exploitation

Article 36 - other forms of exploitation

Where applicable the appropriate UNCRC articles are mapped out and referenced on each year group overview and will be referred to by teachers within each lesson. Teachers will explicitly refer to them in assemblies.

British Values through the provision of SMSC should:

Enable students to develop their self-knowledge, self-esteem and self-confidence;

Enable students to distinguish right from wrong and to respect the civil and criminal law of England;

Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

Encourage respect for other people; and

Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

British Values promoted within PSHE:

Democracy is promoted through school council, pupil questionnaires and our rewards system.

Visits from authorities such as the police and fire service to reinforce the importance of the rule of law.

Opportunities to practice skills/attitudes required for them to participate fully in a democratic society.

Developing students as active citizens.

To understand their rights, take part in votes, pupil voice questionnaires and school council.

British Values - Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance will be referenced when and where applicable within PSHE/RHSE lessons and discussed.

Assessment.

Assessment will identify what they know and understand and its relevance to them.

What skills they have put into practice.

How their feelings and attitudes have been influenced.

Reviewing and reflecting on their own progress and understanding how they can improve their learning.

Assessment of learning as to what they know, understand and can do.

Assessment in PSHE/RHSE can include:

Pupil's self assessment - through evaluations of feelings, comparing answers to factual quizzes at start of session and at the end, reflecting on what they have learnt, setting own targets, monitoring own progress, using diaries and draw and write techniques. I can /I know statements, individual assessment for each child from year 2 upwards. Year 1 to complete a group assessment.

Group assessment - how well they worked as a group, problems faced

Peer assessment - Identifying what they have learnt from each other, constructive feedback on presentations/discussions/role plays/ oral feedback, graffiti sheets.

Teacher assessment through observation, listening, written work, drawings, role play drama discussions, noting how pupils contribute to the life of school ie policy making/ decision making.

Baselining assessment starting from where children are at via questioning/draw and write technique / Mind mapping before/after each theme.

Regular reflection on personal experiences to provide information which can be indicative of their progress and achievement. (What have I learnt and how will this affect my future decisions?)

Children's work is recorded in books.

Reporting

School reports include a PSHE/ RHSE summary and teacher judgement regarding the child's learning within the subject.

MONITORING AND EVALUATION

Through informal observations of lessons /evaluation of the programme

Looking at samples of pupils' work

Evaluations and feedback from pupils and staff

Comparing baseline assessments to end of topic assessments

Pupil self assessments/reflections

Monitoring curriculum plans

Questionnaires

Liaise with Behaviour and safeguarding lead.

This policy will be managed by the PSHE Co-ordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

DISSEMINATION OF THE POLICY

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request.

The policy will be communicated to all staff and governors.

RATIFIED BY

PSHE Lead

..... DATE

Head Teacher

Governor

REVIEW DATE.....2025

