

Berkswich CE Primary School			
Reference Number C11	Shared with Staff June 2023	Ratified by Governing Board June 2023	Review Date After consultation
Policy Title	DRAFT - PSHE and RSE Policy		

Acronyms

PSHE Education = Personal, Social, Health and Economic education

RSE = Relationships and Sex education (this used to be SRE, but the order has been changed to put the emphasis on relationships)

DfE = Department of Education

What is covered by this policy?

Although there is no statutory requirement for a health education policy, in line with best practice, this policy also covers health education. It also covers the PSHE and the RSE provision at Berkswich CE Primary.

Berkswich CE PSHE Statement of Intent

At Berkswich CE, our belief is that a robust PSHE and RSE curriculum is one that supports our school vision and enables everyone in our school community to live life in its fullness; it revolves around the Biblical principle that we are all, 'fearfully and wonderfully made'. Our curriculum is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Berkswich CE School Vision

**At Berkswich CE, we delight in life-long learning and faith,
striving together to grow in wisdom and reach our God-given potential.**

Our vision is for all in our school family to live life in its fullness.

**Through actions, we aim to model Christian values,
treasuring everyone and treating all with dignity.**

Our curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas to support children in making informed choices now and in the future.

At Berkswich CE, we fully believe in the National Curriculum's statement that we should provide 'a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life'. Our culture is one of continuous improvement, creativity and enthusiasm, enabling our children and staff to be enterprising and approach challenges with the confidence and persistence needed to become healthy, independent and responsible members of society who can enrich their

own lives as well as understand the contributions they can make in an ever-changing world.

Our PSHE and RSE builds on the guidance from the PSHE Association, the National curriculum and the statutory guidance on drug education, financial education, citizenship, personal safety, and the importance of physical activity and diet for a healthy lifestyle. In addition, our curriculum aims to meet the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. It covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this curriculum aims to significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance; and individual liberty.

We ensure that our children take ownership of their own PSHE journey, allowing them to understand how they are developing personally and socially. Through our broad and balanced curriculum, we endeavour to prepare our children for the opportunities, responsibilities and experiences they already face and for adult life. We provide a rich range of opportunities so that our children have the information in order to keep themselves healthy and safe, both emotionally and physically. All our staff encourage the children to understand how their actions have consequences and how they can make informed choices to help themselves, others and the environment. Since our curriculum is strongly tied to our pastoral care programme, we aim to build confidence and self-esteem and develop the personal attributes required to support children in making important positive decisions throughout life.

Our outward-looking approach treats every member of our school family equitably and with dignity, kindness and mutual respect. Our aim is to develop positive and inclusive attitudes towards everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding (Keeping Children Safe in Education', DfE 2022). In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2022), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares children for the challenges and responsibilities that they may face in the future. We recognise that our PSHE and RSE programme must reflect the needs of all our pupils and expect the teaching staff to use a PSHE programme to equip pupils, particularly those within more vulnerable groups, with a sound understanding of risk and with the knowledge, skills and attitudes necessary to make safe and informed decisions.

Our PSHE and RSE curriculum aims to support children and young people's personal development, including their spiritual, moral, social and cultural development. Its aims are to help children and young people deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, as they make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002, including section 80A
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2022) 'Keeping children safe in education' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Social, Emotional and Mental Health (SEMH) Policy
- All Online Safety Policies
- Complaints Procedures Policy

PSHE and RSE: The Legal Context

Our curriculum fulfils the statutory requirements for RHE set out by the DfE. It also fulfils the National Curriculum requirement to teach PSHE ("All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the DfE).

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas:
 - Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - Year 2: Notice that animals, including humans, have offspring which grow into adults
 - Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty].

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. 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.

Sex Education at Berkswich

As part of the development of this policy, we consulted with parents on what is deemed to be sex education in school. As a result of this it was decided that the following concepts are sex education:

These areas will be entered following the consultation.

These are taught in Year Six and parents have the right to withdraw their children from these lessons. Guidance on how to do this is given on this within this policy. Further details on what exactly is taught can be requested from the class teacher or subject leader.

Roles and responsibilities

All have a responsibility to act within the school safeguarding policy and 'Keeping Children Safe in Education' (DfE). An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities.

➤ Governors

The governing board has overall responsibility for the implementation of the school's PSHE and RSE Policy. They also have overall responsibility for ensuring that the policies, as written, do not discriminate on any grounds, including but not limited to age, disability, gender identity, marriage and civil partnership, race, religion or belief, or sexual orientation.

Berkswich CE Primary has a designated link governor who meets with the PSHE and RSE lead at least once a year to find out about:

- progress towards whole school improvement priorities
- the school's systems for planning each area, supporting staff and ensuring that current legislation and guidance is followed throughout school
- the range and importance of PSHE/RSE visitors that the children are exposed to
- the understanding of all children and how this impacts them in day-to-day life

The curriculum governor will report back to the governing board.

➤ **The Headteacher**

The Headteacher has overall responsibility for:

- Overseeing the development and delivery of the curriculum
- Providing staff with the opportunity to contribute to the development of this area
- Providing information to the governors
- Reviewing the PSHE and RSE Policy every three years or sooner as necessary.
- Working with the PSHE/RSE lead
- The day-to-day implementation and management of the PSHE Policy
- Reviewing how PSHE/RSE fits into the school as a whole through progressive planning
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- Supporting staff development through providing training for the lead and staff as required
- Supporting the subject lead to liaise with parents and carers
- Working with parents and carers who wish to withdraw a child from sex education

➤ **The PSHE and RSE Lead**

The subject leader is responsible for:

- Leading the development and delivery of an effective curriculum
- Regularly reviewing the PSHE and RSE journey from Nursery to Year Six, considering pupils' needs and outcomes.
- Preparing and reviewing policy documents, curriculum overviews and progressions for the subject, which support the challenging demands of the PSHE and RSE guidance, the school's curriculum intent and drivers, as well as the Berkswich enrichment provision
- Ensuring the continuity and progression from year group to year group and that learning and experiences are cumulative and ambitious.
- Keeping up to date with current thinking, research and policy changes which impact the PSHE and RSE progression in school and helping to develop colleagues' expertise and confidence in the subject by leading staff training and providing staff members with the appropriate professional development
- Overseeing external visitors and resources used in the curriculum.
- Liaising with the named governor to report on progress, new research and understanding in PSHE and RSE.
- Monitoring the learning and teaching of PSHE, providing timely support for staff where necessary and ensuring that learning opportunities are maximised.
- Liaising with the Year Six teacher at Berkswich CE and Year Seven transition lead at the children's next setting to ensure that provision is also tailored to the children's needs when they move on.
- Ensuring common standards are met for assessing children's attainment and progress.
- Collating self-assessment and teacher assessment data and setting new priorities for the development of PSHE in subsequent years.

➤ **Responsibilities of all teachers**

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all children are met by:

- Understanding and implementing the policy.
- Teaching in line with the agreed curriculum.
- Acting in accordance with this policy.
- Instilling a love of the subject and the confidence in each child to promote the PSHE within lessons.
- Having ambitious, high expectations for every learner, including SEND and other vulnerable groups.
- Aiming to develop the children's awareness of their place in their class, communities and the wider world.
- Increasing the children's confidence ability to voice their views sensitively and know how to seek support as necessary.
- Responding to the needs of individual children throughout the year.
- Taking responsibility to strengthen subject knowledge and seek support as necessary.
- Having a working understanding of the prior PSHE learning and opportunities of the children and their needs in subsequent years.
- Ensuring that the planning and opportunities are broad, progressive and wide-reaching over the year and that they meet the wider curriculum intent for Berkswich CE.
- Ensuring inclusion for SEND children and those requiring support to access the curriculum opportunities.
- Providing opportunities for repetition to build long-term knowledge and skills.
- Assessing and monitoring the progress of children in their class and reporting this parents and carers.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team.

➤ **Responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo is responsible for:

- Advising staff how best to support children's needs.
- Organising and providing any necessary training for staff regarding the PSHE and RSE programme for pupils with special educational needs and disabilities (SEND).
- Advising staff on the inclusion of PSHE and RSE objectives in children's individual education plans as necessary.
- Advising all teaching staff on strategies to meet children's needs.

The implementation of the PSHE curriculum

Meeting the aims for PSHE and RSE from the Government

Our curriculum fulfils the statutory requirements for RSE set out by the DfE. It also fulfils National Curriculum requirements to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study that has been recommended by the DfE. It has been designed to support children in meeting the Early Learning Goals which come under the Personal, Social and Emotional Development prime

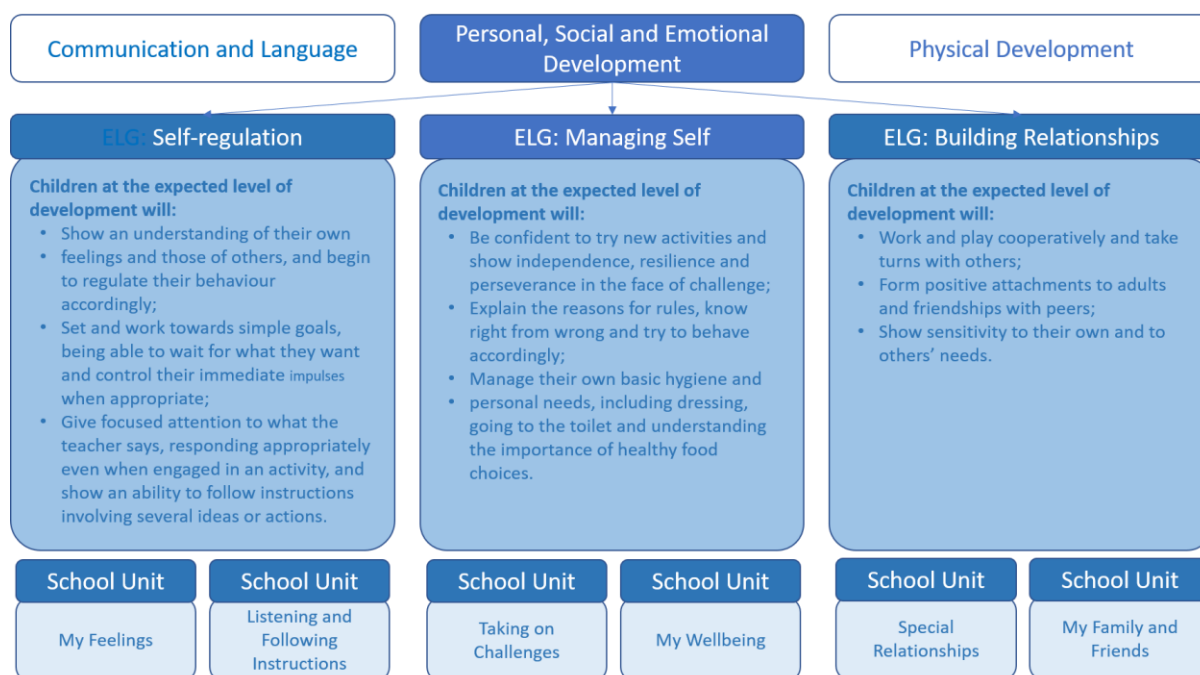
area. The curriculum also encompasses our school values of persistence, inclusivity, compassion, responsibility and teamwork.

At Berkswich CE, we do expect all children to be taught our PSHE curriculum and for PSHE and RSE to be a part of their high-quality education.

PSHE in EYFS

Personal, social and emotional development is one of the three Prime Areas in the Statutory Framework for the Early Years Foundation Stage. The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life.

The Early Learning Goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our school RSE and PSHE lesson plans, along with the relevant non-statutory Development Matters guidance. We have organised our EYFS content under the most relevant early learning goal; however, please be aware that these areas are interrelated.



Ensuring that our curriculum is interwoven throughout the children's development, helps them to interact effectively and develop a positive attitude towards themselves and others. However, this does not happen in isolation and relies on influential adults, such as parents and carers, providing the children with positive feedback and through modelling appropriate behaviour.

The EYFS provision provides a secure foundation for learning in Year One and beyond.

Learning is supported through resources supplied by Kapow. Please see the school website for more detailed overviews of the learning in Early Years

(<https://www.berkswichceprimary.co.uk/pshe-and-rse-whole-school-unit-summaries/>)

PSHE and RSE in Key Stage One and Two (Years One and Two, and Three to Six)

Our Berkswich CE PSHE and RSE programme follows the Kapow framework and is aligned with the learning objectives from the PSHE Association's 'Programme of Studies'.

Key Areas of coverage are:



** Please note that our curriculum does not specifically cover gender identity as a topic. Lessons related to identity cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum in primary school.*

To ensure that pupils embed key concepts, each focus is repeated in every year group. This progressive and spiral approach means that children have opportunities to revisit, apply and extend what they have already covered in an age-appropriate level with the children's maturity in mind. This will ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the PSHE and RSE skills that are essential for each child to be equipped to lead a strong, happy, successful and well-rounded life.

Where our lessons go beyond the government's requirements (primarily in the Citizenship and Economic wellbeing areas), the objectives are taken from the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year Six.

An overview of our PSHE progression can be found on our school website: [PSHE and RSE whole school progression overview | Berkswich CE Primary School](#). At the end of every year, transition sessions support the children's move to their next class, Key Stage or school.

Overviews of our PSHE and RSE Curriculum

Please visit our school website to view summaries of each unit of learning, from EYFS to Year Six (<https://www.berkswichceprimary.co.uk/pshe-and-rse-whole-school-unit-summaries/>).

A further break-down of the content is also available <https://www.berkswichceprimary.co.uk/pshe-and-rse-whole-school-quick-overview/>

In order for parents and carers to support their children through discussions at home, we have published a timings overview. Please contact the class teacher if needed, since there will be possible variation in the timings due to events in school. ([PSHE and RSE whole school unit timings | Berkswich CE Primary School](#))

Learning Approaches at Berkswich CE

Due to the nature of PSHE, the curriculum can be taught in many ways and types of lessons can vary between year groups. The needs of the children are at the centre of PSHE teaching and thus planning can be adapted to each cohort. Delivery is through:

- Discrete PSHE lessons
- Prayer and worship or reflection activities
- Collective worship
- Visiting speakers
- Circle time
- Story time

Our discrete PSHE lessons are taught once a week. Learning is not restricted to each unit and teaching staff will use their professional judgement where areas may overlap, or re-teaching is needed. PSHE is also not restricted to the discrete lessons and is encouraged to be taught, discussed and considered in other areas of the curriculum.

A range of teaching and learning activities are used and are based on good practice in teaching PSHE and RSE education to ensure that all children can access learning and make progress.

In Key Stage One and Two, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment.

All lessons include opportunities for children to tackle additional challenge and deepen their learning further.

Stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. These are sensitively used and age-appropriate.

The role of parents and carers is recognised, and guidance is provided to assist schools on how to work with them and include them in their children's learning.

Knowledge organisers

By providing the children with a knowledge organiser for each year group, teachers and children are able to view the essential knowledge related to each key area. This supports children in gaining knowledge within an age-appropriate approach. Please visit our website to view these ([PSHE and RSE children's knowledge organisers for each unit | Berkswich CE Primary School \(secure-primariesite.net\)](https://secure-primariesite.net)), since these provide parents and carers with a further insight into the coverage and depth of learning for children at Berkswich.

Planning and Resourcing

A range of clips from children's films (U certificate), fiction books and online resources (through Kapow) are used within lessons by teachers. Parents and carers are welcome to visit school to view these with the class teacher. Planning is adapted to the needs of the cohort as

well as in response to wider events (i.e., a coronation or event in the news). Where there are choices of resource available (e.g., the same video repeated with either a male or female narrating voice, or two different labelled diagrams with two levels of body parts labelled), these will be chosen to support diversity, work against negative stereotyping and reflect the maturity of the children in the class

Books enable the children to consider learning, such as tackling stereotypes, in a child-appropriate level. These include, for example:

- 'The Colour Monster' by Anna Llenas
- 'Where are you Blue Kangaroo' by Emma Chichester Clark
- 'Quick as a Cricket' by Audrey Wood
- 'Would You Rather' by John Burningham
- 'The Most Magnificent Thing' by Ashley Spires
- 'On Sudden Hill' by Linda Sarah and Benji Davies
- 'The Colour Thief' by Andrew Fusek and Polly Peters
- 'Michael Rosen's 'Sad Book'

Recording the Learning Journey

The children have PSHE journals. These contain the PSHE and RSE knowledge organisers, samples of a child's learning and assessments (when appropriate). These allow children to reflect on their prior learning and view links across units. The teaching staff use these to ensure that the children's prior learning is known and future provision is sufficiently challenging. A whole-school overview is in each book, in order to ensure that teachers and children are able to be mindful of their own end points in relation to the expectations contained in their own and subsequent years. The children will not record every lesson and aspect of learning in their journal, but will have the opportunity to add to it themselves (e.g. adding a copy of a fundraising certificate gained outside of school).

Teacher Subject Knowledge

To ensure that teaching and learning across school is age-appropriate and of a high quality, we adapt plans and resources from Kapow Primary. The use of this means that teacher knowledge is supported and the resources are tailored carefully to each year group. Sarah Huggins, a highly-experienced PSHE and RSE consultant, has contributed to much of the Kapow programme; she supports Berkswich CE through her expertise in this area, termly updates for the lead teacher and through whole-school professional development sessions.

The PSHE lead also provides day-to-day support and also CPD for all teaching staff in school, so that they are equipped with the necessary subject knowledge to deliver the PSHE curriculum. In an area where teaching staff may feel that they need the support of a specialist to deliver a PSHE objective, the PSHE/RSE lead or a professional body will deliver the learning. This allows the PSHE curriculum to be delivered to the highest standard, and ensures that children benefit from exposure to a variety of experience and expertise.

Through the use of the Kapow programme, there are also further supportive materials to enhance teacher subject knowledge, such as video resources from specialists on areas such as puberty, as well as knowledge organisers to ensure that teachers do not go beyond the maturity of the children and that the curriculum remains progressive.

SEND

Our curriculum is ambitious for all children and all groups. Every lesson, there is additional support provided for those who need it, whether this is academic support or tailoring lessons to ensure that they are inclusive for those with emotional needs. Adaptation and support will vary depending on the demands of the needs of the child and the learning involved; for example, support may be seen within grouping choices, the use of word-mat to support writing or sensitively presented opportunities provided for a child to process questions prior to the lesson.

SEND children will not be withdrawn from PSHE lessons for additional support in other curriculum areas, except in exceptional circumstances.

The terminology, language and vocabulary used in PSHE and RSE

As PSHE is a widely discussion-based subject, at Berkswich CE we have high expectations of the children's vocabulary to ensure that it is accurate and rich. Using technical terminology, which is age-appropriate and guided by the PSHE Association, teaching staff increasingly expect children to give precise and deep explanations. All teaching staff across all areas of learning model this language first and any mis-understood terminology is corrected and the importance of understanding terminology is deeply rooted in the curriculum. Vocabulary is also presented through the unit knowledge organisers, to ensure that there is appropriate progression.

Equality and Diversity

All are valued; therefore, every child will have equal access to the PSHE and RSE programme. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing these lessons. All efforts are made to ensure that cultural and gender differences are positively reflected in lessons, the visiting guests and the teaching materials used.

Our programme supports the requirements of the Equality Act through direct teaching; for example, children learning about different families, the negative effect of stereotypes and celebrating differences. The inclusion of diverse teaching resources is key to our emphasis on equality and diversity, and enables representation of those within our community and the wider world in which the children live. Fiction and non-fiction books in our library and the class libraries reflect the diversity of our community members and the diversity seen in the wider community.

PSHE and RSE Across the Curriculum

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The school programme provides consistent messages throughout the age ranges, including how and where to access help.

Cultural capital

PSHE and RSE is an area of learning where the children can realise their own cultural capital and discuss it with their teachers, families and peers. Balanced with the school's enrichment offer, the children are provided with a variety of opportunities which range from behind-the-scenes trips, charity and political exposure and also the chance to organise events. In addition to cultural capital being embedded in the PSHE and RSE curriculum, there are other opportunities for children to see cultural capital in practice:

- Visiting speakers on specific topics, such as police officers discussing the impact of social media in UKS2
- Speakers from the community who have been involved in a community initiative
- Parents, carers or family members visiting classes to discuss their job or an event in their life
- Subject field experts
- Books from our library that celebrate notable and historic achievements.

Exceeding the PSHE Programme Through Enrichment

As challenge is a part of every child's learning, Berkswich CE PSHE programme allows for the children to question, challenge boundaries and further their thinking in the areas of learning. We provide a physical, emotional and cognitive safe space for all pupils to extend their PSHE skills through planned opportunities and day-to-day experiences to broaden and apply their learning within real-life situations.

Professionals and those with a range of experiences are regularly invited into school to talk and discuss several areas of interest. This is in order to encourage the children to be aspirational and understand the impact of their PSHE journey in primary school to their future selves and careers.

Parental and Carer Involvement

Every two years, we consult with parents and carers to gather their views and opinions; although the school is able to choose its approach to PSHE and RSE and makes the final decisions regarding its curriculum, we value feedback and questions from all stakeholders. Where possible, this informs our planning across school.

Our progressive curriculum summaries for each year group and each unit, along with examples of resources and learning, can be viewed via our website ([Personal, Social, Health and Economic Education | Berkswich CE Primary School \(secure-primariesite.net\)](https://secure-primariesite.net)) and teachers will share the term's learning via the class website pages ahead of each new unit.

We welcome questions from parents and carers at any point during the year, including requests to view lesson materials; these should be made via the class teacher or by email to the PSHE/RSE lead and sent via the office (office@berkswich.staffs.sch.uk); alternatively, any concerns may be addressed through contacting the headteacher (headteacher@berkswich.staffs.sch.uk).

The impact of our PSHE and RSE curriculum

Assessment

Berkswich CE sets the same high expectations of the quality of children's work in PSHE and RSE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Throughout the year, teachers allow time for children to self-assess their PSHE journey in their journals which are carried with them from Nursery to Year Six. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teachers assess each lesson, identifying where pupils need extra support or intervention. Formative assessments such as, questioning, observation and discussion assess the children's knowledge and understanding and in order to monitor progress. The children learning that is documented through their journals chronicles each child's journey from Nursery to Year Six, allowing the children and teachers to reflect and make connections with previous experiences.

In everyday school life, teachers are responsive and alter their plans accordingly to help children's social relationships, well-being and any other concerns that may arise.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. For further information about assessment in EYFS, please visit our Early Years area found via the Learning tab on our school website (www.berkswichceprimary.co.uk).

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Assessing children's answers against the learning objectives
- Pupils' self-assessment of their understanding
- Analysis of pupil quizzes
- Analysis of recording within lessons

Verbal reporting of PSHE can be provided during informal meetings with parents and carers throughout the year and during Parent and Carer Evenings. The progress of pupils with SEND will be monitored by the SENDCo.

Children's overall attainment in PSHE and RSE is also recorded and tracked through the school's summative assessment system, OTrack at the end of every term.

Where are we headed?

By the time children leave our school, they will understand the PSHE and RSE journey they have taken. Children can vocalise their experiences, opportunities and the learning throughout Berkswich CE. This will be evidenced in the children themselves and their understanding of how the learning will benefit them in the future.

Spiritual, moral, social and cultural development

Our PSHE and RSE programme allows children to learn to work effectively with their peers and build positive relationships with a wide variety of people. They learn to build their self-confidence through healthy discussion, even debates and varied points of view. Pupils develop an understanding of other cultures and people from every walk of life.

Working with external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children. As with any visitor, school will ensure that the teaching delivered by the visitor fits with the planned programme and the policy. School will ensure that the content is known before delivery, and that it is age-appropriate and accessible for the children. Any visitors will work in line with the school's safeguarding policies.

Right to be excused from sex education

This is commonly referred to as the right to withdraw. As relationships and health education is a statutory part of our curriculum, it is not possible for parents to withdraw their child from these lessons. It is also compulsory for every child to participate in science lessons, some of which contain educational material about human development and the reproductive system – it is not possible to withdraw a child from these lessons.

It is, however, possible for a parent to withdraw their child from some or all lessons on sex education as defined earlier in this policy.

If a parent or carer wishes to withdraw their child from sex education, then they should put their request in writing to the headteacher. The headteacher will follow this up with a conversation about the parent or carer's concerns; however, the school will always respect a parent or carers final decision if they wish to withdraw their child.

If a child is withdrawn from sex education, it is the school's responsibility to ensure that the child receives appropriate, purposeful education during the period of withdrawal. Another benefit of parents entering into discussions with school is that the way in which a child is withdrawn can be discussed, so that teachers and parents have a plan which allows a child to be discretely withdrawn.

Policy Review

This policy will be reviewed by the headteacher every three years. Any changes to this policy will be communicated to all staff and other interested parties. A copy can be found on the website; a paper copy is available on request (office@berkswich.staffs.sch.uk).