

Oatlands School



PSHE and Values Policy (inc RSE)

Date of last review: Autumn 2023

Date of next review: Autumn 2025

Subject Leader at time of review: Phil Copsey

Policy Development

This policy was first developed in 2003 and has been reviewed in light of subsequent additional guidance including the EYFS curriculum (2012), National Curriculum (2014) and RSE and Health Education guidance (2019). The policy was also updated in 2008 when the school adopted a values-led approach to the curriculum to reflect the role that this approach impacts all areas of school life. It was also updated following external training from Jenny Mosley in 2014.

The following guidance is used to inform the writing of this policy:

- Education Act, 1996.
- Early Years Foundation Stage Curriculum, 2012.
- PSHE Guidance for Curriculum 2014.
- Promoting fundamental British values as part of SMSC in schools document, 2015.
- Prevent Duty document, 2015.
- Children and Social Care Act, 2017
- Keeping Children Safe in Education, 2019.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019.
- SCARF Curriculum (www.coramlifeeducation.org.uk)

This policy was rewritten, shared and consulted upon with parents in Summer 2020 to incorporate changes made to meet the statutory requirements of the RSE and Health Education guidance (2019). This policy incorporated the school's existing RSE policy at that time.

The policy is updated and amended every 2 years.

Links with other policies

- Safeguarding and Child Protection Policy
- Managing Drug-related Incidents Policy
- Pastoral Policy
- Teaching and Learning Policy
- Science Policy
- Computing Policy
- RE Policy
- Intimate Care Policy
- Food Policy

Statutory Requirements

As an infant school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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.

Contents Page

Section 1: Introduction

Mission Statement	4
1.1 Policy Statement	4
1.2 Aims	4

Section 2: Roles and Responsibilities

2.1 Governors	5
2.2 Senior Leadership Team	5
2.3 Subject Leader	5
2.4 Class Teacher	5

Section 3: Teaching and Learning

3.1 Equal opportunities	5-6
3.2 Safeguarding	6
3.3 Inclusion	6
3.4 Environment	7-8
3.5 Planning	8-9
3.6 Teaching	9-10
3.7 Assessment	10
3.8 Resources	10
3.9 Monitoring	10

Appendix 1: PSHE Subject Overview

(see additional document available from school office)	11
--	----

Appendix 2: SMSC Provision Statement

(including British Values)	12
----------------------------	----

Appendix 3: Y2 Sex Education Curriculum Content

Appendix 4: Parent form:

withdrawal from sex education within RSE	14
--	----

Appendix 5: Values Circle Time Format

Living our Values, Learning for Life

1.1: Policy Statement

PSHE and Values Education (including RSE) underpins everything we do as a school. We believe that a well-planned and resourced PSHE curriculum contributes invaluable to a child's wellbeing, their ability to build relationships with others, their learning and attainment. It prepares them for taking a responsible and active role in society.

Values-led education plays a part in all curriculum subjects and in all areas of school life. It involves children, staff, parents and the wider community, providing a framework to explore the principles that underpin both learning and behaviour. It supports PSHE by providing a vocabulary with which to discuss relationships, physical health and mental wellbeing.

Together, PSHE and Values Education helps children to develop an understanding of themselves as an individual and as a learner. It provides children with strategies for tackling challenges and difficulties and creates a safe environment where children can explore ideas, feelings, emotions and experiences. Children learn to recognise their own worth and achievements, build positive relationships, develop empathy and respect for others, and have an understanding of the cultural, spiritual and social diversity which exists in the world around them.

At Oatlands we specifically define Relationships and Sex Education (RSE) as teaching and learning which enables our children to have positive relationships with family and friends, to develop self respect and to begin to understand where they come from and how they will grow up.

1.2: Aims

- Values are at the heart of all we do as a school. They underpin our curriculum, ethos, relationships and identity as a school community. Our values ethos gives our children an understanding of their developing responsibilities as citizens both within school and in the wider community.
- To support children's resilience and positive attitudes to learning across the curriculum by teaching strategies such as 'growth mindset' and 'characteristics of effective learning'.
- To provide a curriculum that meets the needs of all learners in developing their health and wellbeing, relationships and their role as a citizen in society.
- To create a safe and secure environment in which exciting, memorable and immersive learning opportunities are planned for within and beyond the classroom.
- To provide opportunities for children to embed their skills and deepen their knowledge and understanding independently.
- To ensure frequent revisiting of key skills and knowledge providing children with the firm foundations for becoming healthy, safe, independent young people and adults.
- To engage parents and the community in supporting their children in maintaining a healthy life underpinned by the school's values ethos.

2. Roles and Responsibilities

2.1: The governing body will:

- Work alongside the Head teacher to ensure that realistic funds are made available to implement this policy. Individual governors will support the subject leader through regular monitoring of the subject and reporting back to the curriculum committee. The governing body will also ensure statutory duties are met with respect to RSE education.

2.2: The senior leadership team will:

- Brief the subject leader and staff prior to formal meetings with parents, governors or inspectors.
- Provide opportunities for staff to share observations and concerns about the teaching and learning of PSHE/Values and the arrangements for its delivery to pupils, classes and year groups.
- Summarise any form of formal reporting, presented by the subject leader.

2.3: The subject leader will:

- Prepare a scheme of work, provide a policy and other relevant documentation.
- Provide guidance and support to staff on implementation.
- Monitor the provision of PSHE/Values across the school including assessment and recording.
- Arrange staff training.
- Organise, review and order resources.
- Ensure that staff are aware of new resources.
- Liaise with colleagues in other phases and outside agencies.
- Stay up to date on developments in PSHE/Values.
- Assist the Headteacher in the preparation of reports relating to the subject.
- Oversee delivery of RSE curriculum and monitoring of the PSHE and Values policy.

2.4: The class teacher will:

- Decide on the learning objectives and outcomes for delivering PSHE/Values education.
- Prepare teaching plans and implement them.
- Be prepared for discussion with parents / guardians on their child's developments in PSHE/Values education.
- Provide feedback to the subject leader on the content and viability of the scheme of work.
- Consult and work closely with the subject leader.
- Ensure they have the necessary understanding and knowledge to deliver the PSHE/Values (including RSE) curriculum.

3. Teaching and Learning

3.1 Equal opportunities

As a school we are responsible for providing equal opportunities for all children to learn about PSHE/Values (including RSE), irrespective of gender, race, creed, religion, sexual orientation, class, disability or special educational need.

We aim to do this through:

- Equality of access to materials and equipment.
- Positive discrimination to ensure the acquisition of skills.
- Consideration of physical and learning ability when planning activities.
- Appropriate planning with differentiation by both input and outcome.
- The provision of good role models, a positive example and high teacher expectation.

The PSHE/Values experiences we provide for the children will also support them in learning to value and respect people around them and therefore to develop their own understanding of the importance of equal opportunities in life.

We aim to do this by:

- The explicit teaching of 22 shared community values.
- Implicit modelling of positive attitudes and values about different people both within and beyond the school community.
- Challenging children's perceptions and discriminations.
- Supporting children in identifying their own strengths and those of others.
- Valuing and celebrating similarities and differences with the children regarding themselves, other people, cultures and communities.
- Bringing the wider community into the school through books, materials and visitors.
- Promoting community awareness and cohesion both within and beyond the school.

3.2 Safeguarding

A culture of safeguarding is embedded in the school and the PSHE leader oversees the implementation of this in the subject. It is recognised that in many of the discussions in PSHE and Values Circles, issues may arise that need to be handled sensitively. The school follows the procedures in the safeguarding policy to make sure staff are confident about how to handle any disclosures and training is provided as required, particularly for RSE education. When talking about 'private' parts of the body, children are taught about safe and unsafe touches, feeling comfortable/uncomfortable and the right to say 'no', using resources from the NSPCC PANTS campaign. Online safety is also taught as part of the computing curriculum, where children are taught about the importance of privacy on the internet and reporting to adults anything that makes them feel uncomfortable. Staff should use knowledge of their own class to make decisions about how to handle topics and issues appropriately and further guidance can be provided by the PSHE subject leader/DSLs.

3.3 Inclusion

All activities should be made appropriate to meet the requirements of children with special educational needs and differentiation should be by delivery method rather than content. When planning for PSHE/Values (including RSE) and values circle time, teachers must carefully consider factors likely to affect the involvement in tasks by these pupils and make appropriate provision using activities such as role play, circle time and real-life examples. Relationships education and keeping safe is likely to be of particular importance for children with SEND and should be a key focus for provision. Children may also benefit from additional support such as social stories or frequent revisiting of content to support their understanding of concepts. Teachers need to consider the needs of individual pupils for RSE lessons and can refer to the SENDCo, outside agencies or the subject leader for additional help.

3.4 Environment

Class

Values/PSHE learning happens both formally and informally across the school. Most formal learning takes place in the classroom during 'Values Circle' time. Children must be comfortable and safe in their own space and therefore where possible should sit on chairs in the circle. Children must be shown and reminded how to carry their chairs to the circle and space needs to be made for the circle if necessary.

Rules

The school has three rules: ready, respectful and safe. These are displayed in class, school and playground so that they can be regularly referred to by children and adults. Expectations are clearly established at all times. All staff are aware of rules and how to respond appropriately to children by referring to the rules. Children are also taught the importance of good manners as part of the PSHE curriculum through STEPS (say good morning, thank you, excuse me, please, smile!).

Communication

Children are spoken to in a positive and calm way eg. 'please walk' rather than 'don't run', and are encouraged to talk to each other appropriately. Problems are solved through listening, enquiry and supporting children in resolving their own issues.

Storytimes

Teaching assistants (TAs) read stories which illustrate the monthly value each week. This provides a stimulus for children to discuss and relate values to their own experiences. There is an extensive library of books linked to all the school's 22 values which is updated regularly.

School Displays

Values display boards are located at the front of the school and show the current value. Each classroom should also have a learning lines display (growth mindset), display of the characteristics of effective learning, values display, Steps to Wellbeing, Zones of Regulation, STEPS and class rules as these are referred to throughout the PSHE curriculum. All classrooms should also have a Zones of Regulation area where children can place their name in a pot, reflecting how they are feeling as they enter school. Staff should use these to support children where necessary.

Stars of the week

Children are chosen by staff in recognition of success or achievement each week and awarded a star of the week certificate during assembly on Friday. This is shared in the weekly newsletter to parents.

Values Certificates

Values certificates are awarded to children who have been seen to demonstrate the monthly value in their attitude or actions. These are presented in 'Star of the Week' assembly and shared in the weekly newsletter to parents.

Buddies

A buddy system is in place. Two Year 2 children from each class are chosen to have responsibility during playtimes in helping other children in the playground. Buddy training takes place in the Autumn term of Year 2 and is reviewed as necessary throughout the year.

School Council

School councillors are elected termly in Year 1 and Year 2 and meet with the head teacher on a weekly basis. Children are invited to write manifestos and children in the class vote anonymously. Children are allowed to be a school councillor once during their time at Oatlands. The School Council contribute to pupil voice and decision making in school, sharing pupil suggestions and ideas, organising and running charity events, and representing the school at local events where appropriate.

Visiting speakers

Visiting speakers from the community make a valuable contribution to the PSHE/Values programme. Visits are arranged by the leader or class teacher to fit in with the scheme of work. Their input is planned and monitored and teachers are always present during the sessions.

Additional initiatives

A range of other regular initiatives/programmes also take place in school which support PSHE/Values work. These may be organised by subject leaders, the head teacher or as part of cluster work.

Recent examples include:

- 'Pedals' bicycle and scooter safety training.
- Surrey Healthy Schools Audit/Awards.
- Monthly Values@Home sheet to support discussions of the values curriculum at home.
- Values Projects in school involving parents.
- Values calendar funded by PTA distributed to all families in the school.
- Community activities such as singing carols at care homes and community projects.
- Inter-school transition projects with Cleves.

3.5 Planning

Teachers should plan weekly Values Circle times or PSHE lessons, referring to the PSHE Unit Plans stored on the Teachers Google Drive. Cross curricular links to values are noted in schemes of work in all subjects and referred to in lessons as appropriate. Further information about the curriculum can be found in unit plans and the curriculum overview which support progression planning. The curriculum is built around the SCARF curriculum and supported by sessions from the Story Project and lessons linked to our monthly values.

PSHE and SMSC

PSHE/Values plays a vital role in a pupil's spiritual, moral, social and cultural (SMSC) development and this is identified in the SMSC provision statement (Appendix 1) and provision map. It is also acknowledged the PSHE and Values curriculum plays a key role in the school's responsibility with regard to the promotion of British Values and in the prevention of radicalisation (Prevent Duty). This may be through explicit teaching, but also through the 'hidden curriculum' which is grounded in the school's Values ethos. Further details can be found in the SMSC provision statement (Appendix 2).

Values for Learning

It is recognised the important role that values and PSHE play in children developing a positive attitude to learning. Therefore, all classes teach the role that values play in learning through the PSHE Scheme of Work and support the children in developing a growth mindset. This is also embedded in classroom practice through displays, the use of learning lines, the characteristics of effective learning and growth mindset vocabulary. For more information see the Teaching and Learning Policy.

RSE

Most RSE teaching takes place as an integral part of the computing, science, RE or PSHE curriculum and forms a part of normal classroom activities. Planning and teaching is undertaken by class teachers with the support of the PSHE co-ordinator where necessary and delivered alongside TAs. Visitors such as the school nurse or teachers from the Life Education Centre may also contribute to the children's learning. In the summer term of Year 2, the school chooses to deliver a discrete unit of work based around the Living and Growing DVD (new edition) for children aged 5-7. Teaching and learning takes place in normal class groupings and further details about these specific lessons can be found in Appendix 2. These lessons are taught by Year 2 class teachers. Parents do not have the right to withdraw their child from relationships education and the parts of this unit of work covering the statutory science curriculum. However, parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education. All parents are informed when the lessons are taking place and given information about the content of each session before they commence.

3.6 Teaching

Format of lessons will generally involve a Circle Time format (see Appendix 4) but may vary depending on the topic being taught. Lessons may also include:

- drama/role play
- writing/drawing
- paired or group work
- class discussions
- debates
- ICT based resources

Through these activities the children will have opportunities to

- share thoughts/ideas in a sensitive respectful environment
- work collaboratively
- reflect and consider
- make decisions and negotiate
- use first hand learning and build on current experience

Teachers should make links with other learning, set clear expectations, encourage and support children in responding and participating, model appropriate language and thinking, be unbiased in offering children opportunities and handle sensitive issues appropriately. Teachers always lead and participate within the circle and TAs are also included when present.

Dealing with specific issues during sex education lessons

Ground rules should be set at the beginning of a session in a similar way to circle time. These provide distance from the personal side of discussions so that children are being taught within a safe and open atmosphere and no-one, including the teacher is used as a personal example or has to answer personal questions. Children are offered the opportunity to ask questions aloud or via a question box. Teachers need to gauge all questions with regard to suitability for the whole class group. Questions which may be specific to an individual child or which are inappropriate for a whole class audience will be responded to on an individual basis.

e.g. "That's a good question, but I'd like some time to think about it, can I answer your question a bit later." (Then speak to the child individually as soon after as possible.) Questions children might ask:- How does the baby get out of the mummy's tummy? (could be answered with whole class as the answer falls within agreed scheme of work)

How does the sperm get in to the mummy's tummy? (should be spoken to individually as answer falls outside agreed scheme of work). In the cases when questions fall outside the scheme of work then the teacher should inform the child that they can't answer that question at school but that they could ask their grown-ups at home. Staff will work in partnership to provide support to parents if requested for these questions by giving advice, suggesting resources or answering the question in school. The PSHE subject lead can provide further support with this.

Children might also ask questions about their own bodies. Teachers should respond sensitively to the needs of each individual child.

It is made clear to children that all babies have a biological mother and father but that family groups vary. Discussions are sensitive to children who live within different family set ups and focus on helping all children to reflect on the way the adults who care for them show love and support. Staff will discuss any sensitive situations with individual families prior to the lessons commencing and make plans about how to handle these.

3.7 Assessment

By the end of the Early Years Foundation Stage most pupils will be expected to have reached the expected level in the prime area of personal, social and emotional development (PSED). This covers self-confidence and self-awareness, managing feelings and behaviour and making relationships.

There is an assessment overview of the knowledge, understanding and skills that children will have achieved by the end of Year 2. Teachers in KS1 assess children against identified key skills and knowledge. These formative assessments then feed into an annual report given to parents about their child's progress in the subject and are passed to the next class teacher to support their planning.

3.8 Resources

Books for the PSHE/Values curriculum for use with the children are kept in the library. Manuals for teachers about circle time and PSHE are in staff room. Teachers may have their own circle time 'speaking' object e.g., special stick, stone, toy. and there are further centrally stored resources in the cupboard at the top of the staff room stairs. There is a folder on the Staff Group called Values Circle Time Resources where there is a bank of resources (e.g. games, rounds, clapping games etc.) which can be used for Values Circle Time. Each year group also has a set of large puppets which can be used for Values Circle/PSHE lessons. RSE resources are stored in Tigers Classroom.

Any damage to or shortage of equipment should be notified to the subject leader.

3.9 Monitoring

The subject leader monitors the subject in line with the school development plan. The subject leader is provided with leadership time to meet with their curriculum governor, prepare and implement annual curriculum development plans and review their policy. The subject leader will also support staff with any CPD needs and observe and monitor planning, teaching and progress to ensure the aims of the subject are being met.

Appendix 1: PSHE Subject Overview

(see additional document available from the school office)

Appendix 2

SMSC Provision Statement (including British Values)

The Spiritual, Moral, Social and Cultural (SMSC) development of children is intrinsic to the school's values-based ethos and is part of every part of daily school life. Every interaction a child has within school is a chance to model and demonstrate these values and a chance to help the child to develop their Spiritual, Moral, Social and Cultural understanding in some way. At Oatlands, all members of the school community demonstrate values in their interactions not only with children, but with each other.

Although these skills are developed daily through this 'hidden curriculum', the school also endeavours to explicitly teach SMSC through discrete and cross-curricular activities. These take the form of many different activities which are outlined in the provision map which follows.

Some activities focus on one particular area of SMSC, but many cover two or more; for this reason the provision map is not simply divided into the different areas of SMSC. Some activities are daily, such as 'Just a Minute', which gives children the chance to have a period of calm and reflection. Others, such as 'Values Circle Time' are timetabled weekly lessons where children can develop social skills as well as discuss and debate moral issues. A number of cross-curricular links are highlighted which contribute to both the PSHE curriculum as well as SMSC development.

Oatlands School promotes 'British Values' through our values-based education and SMSC provision. Children learn about **democracy** through opportunities for pupil voice such as class votes and the election of a School Council. They learn about how to stay safe and that **rules** are made and enforced to protect people. Through our values-based curriculum, children develop **respect** for themselves and for others and an understanding that people are free to have their own beliefs. Many activities are planned to help children to learn about the diversity of the world around them and the importance of **tolerance** of these differences. The school is aware of its responsibilities to safeguard children from extremism and radicalisation and aims to create a safe environment where children can discuss sensitive issues. The values-based ethos of the school focuses on starting to give children skills and knowledge about how to handle difficult situations and how to make safe choices in the context of a curriculum which promotes British Values.

This provision map provides an overview of the planned activities which promote SMSC. Further details of different areas can be found in the following documents:

- PSHE and Values Policy
- RE Policy
- Pastoral Policy
- RSE Policy
- Other curriculum policies
- Surrey Healthy Schools Audit

Appendix 3

Y2 Sex Education Curriculum Content

The Sex Education teaching takes the form of three sessions as follows, containing objectives from both the Science and PSHE curriculum. Parents have a right to withdraw their children from all or part of the non-statutory sex education provided at school; these non-statutory objectives are underlined.

Session 1

Aims:

- To introduce children to life cycles.
- To explore the differences between male and females.
- To identify, name, draw and label the basic parts of the human body (including penis, testicles and vagina)
- For children to know that we have private parts of the body and they belong to us (see NSPCC website)

Content: - Children watch a DVD looking at the fact that girls and boys have lots of things in common, but some body parts are different. This is followed by a big book naming the parts of the body (including penis, testicles and vagina) introducing correct vocabulary. The children label a picture of a boy and a girl, identifying parts of the body. It is discussed that parts of the body covered by underwear are private and should not be touched by other people, using the NSPCC PANTS resources.

Session 2

Aims: - To know that a baby develops inside a mother's womb.

- To know that to make a baby you need a sperm from a man and an egg from a woman.

- To know that a mother's breasts produce milk and can be used to feed the baby.

- To know how a baby can be born.

Content: - Children watch a DVD explaining some of the myths about where babies come from. Children in the video explain that they are made up from some of their mum and some of their dad. A big book explains that a sperm from a dad and an egg from a mum is needed to make a baby - at Y2 it is not discussed how they come together.

Session 3

Aims: - To know that all living things change and grow

- To know that some changes are social and that we become more independent and able to think for ourselves as we get older.

- To look at identify and self-esteem and reinforce the belief that we are all special.

Content: Children watch a DVD discussing how children have changed since they were babies. They talk about what they can do now that they couldn't do when they were younger. The children complete an activity identifying what they can do now that they couldn't do when they were younger and what they will be able to do in the future.

Appendix 4

Parent form: withdrawal from sex education within RSE

Name of child
Class
Name of parent
Date
Reason for withdrawing from sex education within relationships and sex education
Any other information you would like the school to consider
Parent signature

To be completed by parents:

To be completed by the school:

Agreed actions from discussion with parents

Appendix 4 - Values Circle Time Format

Values Circle Time is timetabled regularly in all KS1 classes and follows the following structure. This may be adapted based on the class, topic and age of the children.

Step 1 – Meeting Up Game

Pulls the group together, provides sense of fun and enjoyment, used to teach learning skills, moral values and codes of conduct. This includes reviewing the 'Circle Time skills': listening, looking, speaking, thinking and concentrating.

Step 2 – Warm Up Round

Gives everybody a chance to speak. A speaking object such as an egg can be used. A scripted sentence stem is useful such as "I find it easiest to work in class when...."

Step 3 - Open Up Forum

Open, free discussion following the Round – can be used for a range of personal, social and citizenship issues, e.g. "Is there anyone who wants some help with their behaviour?" Make sure pupils indicate before speaking, speak one at a time and listen to each other. Puppets may be used to role play scenarios or develop thinking.

Script for problem solving during Open Forum

Pupils say "I need help because...."

"Would it help if I....?"

"Would it help if you....?"

Summary and target setting

Step 4 – Cheering Up; Celebrating Success

A time for the class to notice and say "thank you" for kind acts and comment positively through scripts of praise. Praise can be pupil-to-pupil, pupil-to-adult, adult-to-pupil.

Step 5 – Calming Down; Closing Ritual

Brings sense of closure and bridges into the next part of the school day.

Resources for each of these steps can be found on the Staff Group on the network under Values Circle Resources.