



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

PSHE/RSE IMPLEMENTATION

Personal, Social, Health Education & Sex and Relationships Education Implementation

Whole School Approach

At Barrow Primary School PSHE is taught as a whole school approach focusing on an identified theme each half term. Lessons are taught weekly lasting 60 minutes. Each unit aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention.

At Barrow Primary School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. The Yr 5&6 unit of relationships and sex education.

Planning

Planning documents identify each element on the lesson which allow the children to discuss, reflect and share their thoughts, ideas and feelings.

8.40-9.00	9:00-9.20	9.20-10.15	10.15-10.30	10:30-10:45	10.45-11.40	11.40-11.55	12.00-1.00	1.00-2.00		2.00-3.00	15:00-15:10
Morning Readers/vocab/ EMW	Phonics/ spelling patterns	Whole Class Writing/ Reading	PLAY	Assembly recorded	Maths	Handwriting	LUNCH	CUSP		Music	Class Book
Morning Readers/vocab/ EMW	Phonics/ spelling patterns	Whole Class Writing/ Reading	PLAY	Assembly OTB	Maths	Phonics/vocab	LUNCH	CUSP	Play/ Golden mile	PE	Class Book
Morning Readers/vocab/ EMW	Phonics/ spelling patterns	Whole Class Writing/ Reading	PLAY	Assembly Bible Live	Maths	Handwriting	LUNCH	Art/DT		Art/DT	Class Book
Morning Readers/vocab/ EMW	Phonics/ spelling patterns	Whole Class Writing/ Reading	PLAY	Assembly KS1 singing	Maths	Phonics/vocab	LUNCH	CUSP		PE	Class Book
Morning Readers/vocab/ EMW	Spelling Test	Science	PLAY	Celebration assembly	B&V	Phonics/Vocab	LUNCH	PSHE x2		Free/ Catch up session from the week. (Extra DT?)	Class Book

In each EYFS lesson, there are:

- Child-initiated and adult-led activity ideas
- Assessment opportunities and cross-curricular links
- Home-learning and family links
- Resources
- Display ideas
- SMSC mapped opportunities
- Outside learning ideas

Personal, Social, Health Education & Sex and Relationships Education Implementation

Introduction

The Cambridgeshire Primary Personal Development Programme (PDP) contains 62 units of work which include Learning Expectations at 3 levels:

Expected Learning	Working Towards	Working Beyond
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The assessment folders can be found together in the online PD Programme. Click on to the main page, then the PDP Resources tab at the top and click on to the fifth tab (Assessment) where you will find the documents for unit assessment and self-assessment categorised into themes and year groups.



- One set is for unit **assessment**, based on the learning expectations.
- One set for children to use as **self-assessment**.

The assessment resources can also be used to support the evaluation of the whole school approach to themed areas.

For each individual unit, there is a list of bullet points detailing the Learning Expectations. On an additional A4 sheet there is a grid for teachers to populate electronically or write their class list and then insert ticks in appropriate columns, based on children's learning. There is also a column for any additional notes.

PSHE Subject Leaders may wish to ask teachers to focus on a particular theme (for example, *Healthy Lifestyles*, or *Anti-bullying*) in any given academic year, depending on school priorities at that time.

Self-assessment

Self-assessment is seen as particularly valuable, as sometimes during PSHE sessions, children are able to give "correct" answers in terms of their knowledge during the lesson and yet their practice in applying certain skills can be very different. The self-assessment encourages the children to reflect on their own confidence level **prior** to starting the unit **and then again at the end**.

Self-assessment is designed to enable children to reflect on their learning in a particular unit, and their own levels of confidence in terms of understanding and practising key concepts. Here are some explanations about how they might be used at different key stages.

Foundation Stage and Key Stage One

This self-assessment tool is designed to be used by an adult with an individual child or small group of Reception or KS1 children. The degree to which this process will be adult led will depend on the age and stage of the child. There are boxes to the left hand side of the objectives which will need to be filled out **prior to teaching the unit**. You don't need to give any explanation of what these mean.

Smiley faces

- One smiley face means - I'm a little bit confident 😊
- Two smiley faces mean - I'm a little confident 😊😊
- Three smiley faces mean - I am very confident 😊😊😊

Encourage the children to be as honest as they can. Tell them how you will use the information (e.g. It will help me to work out what we need to learn next in class).

After you have completed the unit you can repeat the exercise to assess the children's learning. Read out each statement and ask the children to reflect on their confidence in their learning and then to tick the box in the right hand side **after teaching the unit**, ticking the appropriate number of smiley faces.

Key Stage Two

This self-assessment tool is designed to be used by Year 3/4 or 5/6 children. There are boxes to the left hand side of the objectives which will need to be filled out **prior to teaching the unit**. Explain the statements if necessary, and/or ask the children to give examples.

Smiley faces

- One smiley face means - I'm a little bit confident 😊
- Two smiley faces mean - I'm a little confident 😊😊
- Three smiley faces mean - I am very confident 😊😊😊

After you have completed the unit you can repeat the exercise to assess the children's learning. Encourage the children to be as honest as they can and to think for themselves. Check that the children understand each statement, asking them to give examples if appropriate. The prior assessment of the statements can be folded back so that the children cannot see them. Then ask the children to work by themselves to reflect on their confidence in their learning and then to tick the box in the right hand side **after teaching the unit**, ticking the appropriate number of smiley faces.

Unit Assessment

Class:

Teacher:

Term/Year:

Unit of Work: Citizenship 5: RR12 Rights, Rules and Responsibilities

Expected Learning

- Be able to name some adults in school who look after them and describe their responsibilities.
- Be able to describe some of the responsibilities they have in the classroom and towards family and friends.
- Be able to state classroom ground rules and explain how they have been made.
- Understand why we have classroom rules and describe what the classroom would be like without them.
- Be able to explain what is meant by voting and be able to name some people who make decisions at school.
- Share information, opinions and feelings and listen to those of others, as part of a class discussion.

Working Towards

- Be able to name some adults in school who look after them.
- Be able to explain some of the consequences of not taking responsibility.
- With support, be able to state the classroom ground rules.
- With support, be able to explain why we have classroom rules and describe what the classroom would be like without them.
- Be able to take part in voting in the classroom.

Working Beyond

- Be able to distinguish between responsibilities they have and responsibilities adults have at school.
- Be able to explain some of the consequences of not taking responsibility.
- Be able to name some responsibilities they may take on when they are older.
- Be able to explain who is involved in making classroom and school rules.
- Be able to describe what helps us to keep the rules and some of the benefits of keeping them.
- Be able to describe the consequences of failing to follow the rules.
- Ask and answer appropriate questions during a class discussion.
- Listen to someone else's views and tell others about those views.

Knowledge and Skills Progression

Accompanying each module is a Knowledge and Skills Progression document which contains key vocabulary, information about objectives covered within the unit and support questions for families to explore at home.



Cambridgeshire Primary Personal Development Programme
Healthy & Safer Lifestyles RS1 Relationships and Sex Education

KS1 • Years 1/2

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.

This unit contains teaching which directly addresses the requirements for:

Relationships Education:

Being Safe (BS)

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching on this requirement is also found in Personal Safety PS1/2.

This unit contains teaching which directly addresses the requirements for:

Health Education:

Health and Prevention (HP)

- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

RSE is lifelong learning about ourselves. It includes learning about emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place at home, at school and other places in the community. RSE is an entitlement for all children. Difference and diversity must be taken into account when delivering RSE, and teachers must carefully consider learning needs, family circumstances, race, culture, religion, gender and sexuality to ensure that the RSE they offer is inclusive of all.

RSE is most effective when provided in a wider context of social and emotional development. In school, successful RSE is firmly rooted in a broad PSHE Curriculum. RSE must enable children to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.

In order to ensure that RSE is delivered in a supportive and positive environment, schools should take great care to develop and review their

Relationships Education policy involving the views of children, staff, parents and governors. Before teaching any unit of RSE, teachers should check they are familiar with the school's Relationships Education policy. There are also links with the policies regarding Safeguarding, Inclusion, Behaviour Management and Anti-bullying.

While there are obvious links with the National Curriculum for Science, RSE is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this area of learning. This unit of work is supported and complemented by the Unit of Work RS2 which focuses on the human lifecycle and changing responsibilities. The content of this unit is wholly consistent with the *DfE Relationships Education, RSE and Health Education Statutory Guidance*.

Further support can be found in the *RSE Toolkit*.

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and develop an understanding of how important it is to look after their body. Children will also consider simple hygiene practices and their levels of responsibility for these. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

Notes for Staff

This Units of Work is aimed at children in Year 1 or Year 2. It might be delivered on its own, or alongside Unit RS2, which is designed for the same year groups. The themes in this unit are extended in Unit RS3.

Teachers should also carefully consider how best to structure the delivery of the unit. Best practice would be for all the content to be delivered to all children, whatever their gender identity or biological sex. (Cont over)

Learning Expectations

At the end of this unit most pupils will:

- be able to recognise names for the main external parts of the body
- be able to name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults
- be able to describe what their bodies can do and understand how amazing their body is
- show some understanding that their body belongs to them
- be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.

Some pupils will not have made so much progress and will:

- show a limited knowledge of external body parts and be uncertain about naming sexual parts
- show a limited understanding of what their bodies can do and will need prompting to describe familiar actions
- need support in understanding their responsibility for their body's actions
- be able to answer simple questions about basic hygiene routines.

Some pupils will have progressed further and will:

- have a secure understanding of the main external body parts
- be able to name sexual parts and will often use the scientific names confidently with trusted adults
- be able to describe their body's capabilities and will understand about the different capabilities of ot---
- have a secure understanding of the physical actions and will be starting belongs to them and therefore they!
- have a clear idea of private body pa they are older
- be able to describe the personal hy and some that are less familiar
- be able to describe some common i of these can be prevented.

Children need to be able to talk confidently and appropriately about their own bodies and those of their peers. There may also be some children whose families are uncomfortable with them discussing body parts in mixed company (See *SB RSE-Understanding Perspectives*) and special provision may be made for them. Ensure that your decisions about single/mixed sex groupings reflect the content of your published Relationships Education Policy. You should ensure that trans children feel equally included in this unit, alongside their cis peers. (For an explanation of the terminology see www.youtube.com/watch?v=mtYuJL3OdUY)

In the past many teachers have relied on the use of video-based resources to support their teaching of RSE. In our units we suggest an approach which focuses on the needs of the pupils first and then uses the Learning Objectives to determine content. The days of 'one size fits all' video resources are now past. However, various video clips and online links are referenced in the unit and are used both to introduce and consolidate various teaching points. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate pop ups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or insert the YouTube video into another presentation tool e.g. Powerpoint) If you already have video resources which are accessible for your children and which deliver on your Learning Objectives, there is no reason to stop using them, as long as they meet the criteria for use of resources in your Relationships Education Policy.

High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being abused. The ability to use scientific vocabulary confidently to talk about sexual body parts with trusted adults is a protective factor. Throughout the RSE Units of Work, and mirrored in the Personal Safety Units of Work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in discussing the benefits of using scientific vocabulary should refer to *6B Use of Appropriate Vocabulary in Primary RSE*.

The Health Related Behaviour Survey (see Sources of Information and Support below) includes questions about how and from whom children access information about body changes. This survey reflects the views of Y5 and Y6 children, but the information may be used to guide provision for younger children.

Activities for Recording Assessment

In the statutory requirements the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit (see *Assessment*) are an effective way of pupils assessing their own confidence in a range of skills both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments which enable you to assess individual children against the learning expectations for this unit.

'A' at the end of an activity indicates an opportunity for recording assessment. This may be formative assessment or to gauge learning following teaching activities.

Activity 1.2: Use this labelling activity to assess whether the children can recognise external parts of the body and whether they have learned the scientific vocabulary for sexual parts. They may use the colloquial terms or none at all. You may also choose to assess whether the children will use the terms when speaking, especially for those who find writing difficult.

Activity 2.1 and 2.2: Use either of these written activities to assess children's understanding of their own body's capabilities.

Out of School Learning

Working in partnership with parents/carers in RSE is essential if the children are to fully benefit from the teaching in school. The *DfE Guidance* requires schools to communicate about their curriculum content in Relationships Education and Health Education. Schools must also communicate parents' right to ask their child be excused from non-statutory 'Sex Education' (learning about human conception and birth). None of the learning in this unit falls within that definition and therefore families have no right to withdraw from any elements of it. All the learning is statutory, either as part of Relationships Education or Health Education, or as part of the National Curriculum for Science.

As part of the RSE Toolkit there are several supportive documents which schools can use to communicate and engage positively with families. Of particular relevance are *8A Leaflet for Primary School Families* and *8B Primary Sample Letters*. You will also find resources *5B Understanding*

Perspectives and *8L Leading Discussions* supportive in your work with parents who are concerned about RSE.

The school should plan to use the leaflets or hold meetings to give parents/carers opportunities to become informed about the content of RSE, so that they can prepare themselves to discuss bodies and relationships with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to families which supports them with these conversations, or provide websites which enable parents/carers to prepare themselves for conversations about puberty and sexual intercourse in due course e.g. <https://www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it>, www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/ and www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/

Ask families to focus on asking their children to perform key personal hygiene tasks during the unit and encourage their children to carry these out independently. Use Activity 7.1 to feed back to parents/carers about children's key areas of learning.

Sensitive Issues



Sensitive issues to be aware of are marked in the notes column with this symbol.

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and the details of the content of the unit before beginning. In order to create a positive, supportive environment for RSE and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class rules. Refer to *6A Teaching Methodologies in RSE*.

When answering children's questions, ensure that you consider your planned, published curriculum before answering. If a child asks about a sensitive issue which falls beyond your planned curriculum for this age group, you should avoid answering to the whole class. You might choose to respond only to the child or group who asked the question, or you might refer the question on to parents/carers. Your knowledge of the family and the child will guide you here. For further support with this refer to *6B Answering Children's RSE Questions*.

This unit will cause children to reflect on their own personal experiences and family behaviours. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be rare instances where children disclose issues which raise concerns regarding personal safety,

Evaluation

Accompanying each module is an evaluation document which contains key questions for the lead teacher to summarise the unit.

Evaluating a PSHE or Citizenship Unit of Work

This document is intended to assist your thinking about teaching PSHE. It is intended to assist with reviewing a lesson or series of lessons. It may be used by an individual teacher, as part of a supervision or observation, or as an evaluation tool for a staff team or group. Before completing it, all involved should be clear whether the evaluation is to be shared with others and how it will be used.

Evaluation completed by:		
Evaluation completed on:		
Evaluation of:		
Purpose of the evaluation (select one option)	Personal Reflection – not to be shared without permission	
	Evaluation of provision – to be shared with PSHE Subject Leader	
	Evaluation of provision – to be shared with wider staff group/school management/governors	
	Other (specify)	

How do I feel at the end of the lesson/s?	
List positives	List negatives
What did I do well?	
What might I have done better?	
What would I change next time?	
Which of the learning objectives were securely achieved?	
Which learning objectives were not achieved well?	
Which pupils made notable progress? How did I contribute to this achievement?	
Which pupils made little or no progress? What could I have done to improve achievement?	
What feedback have I received from colleagues or pupils?	
Have any needs for INSET or personal or professional development been highlighted?	

Literacy within Personal, Social, Health Education & Sex and Relationships Education

Reading

In our PSHE curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information. Each lesson has recommended texts to encourage discussions and extend

RSE Booklist

All of the books below are referenced in the RS Units. This list is for ease of reference only.

Y1/2

Amazing Animal Babies Chris Packham
Baby on Board Kes Gray
Bye Bye Baby Janet and Allan Ahlberg
Dr Dog Babette Cole
How Your Body Works Judy Hindley
I Want My Tooth Tony Ross
I'm Falling to Bits Ted Arnold
Josie's Lost Tooth Jennifer Mann
Let's Talk About Where Babies Come From Robie H Harris
Let's Talk about where babies come from Robie H Harris
Let's Talk About Girls, Boys, Babies, Families and Friends Robie H Harris
Looking after Daddy Eve Coy
Mister Seahorse Eric Carle
Mog and The Baby Judith Kerr

Y5/6

Mummy Never Told Me Babette Cole
Zagazoo Quentin Blake
Tadpole's Promise Jeanne Willis, Tony Ross
What's Happening to Me? (girls) Susan Meredith
What's Happening to Me? (boys) Alex Frith
Hair in Funny Places Babette Cole
Changes Anthony Browne
Home Now Lesley Beake
Mummy Laid an Egg Babette Cole
Where Willy Went Nicholas Allan
Let's Talk About Where Babies Come From Robie H. Harris
What's Inside your Tummy, Mummy? Abby Cocovini
What Makes a Baby? Cory Silverberg
Let's Talk about Sex Robie H Harris
Hair in Funny Places Babette Cole
The Worst Princess Anna Kemp
The Boy who Grew Flowers Jen Wojtowicz

Vocabulary

Vocabulary forms a key part of our wider curriculum. Each lesson provides the opportunity to develop and use key vocabulary within discussions within the session.

Oracy

PSHE sessions encourage children to express themselves verbally using full sentences. During whole class and small group discussions children share their thoughts, feelings and questions using appropriate vocabulary.

Writing

Opportunities for writing are incorporated into PSHE sessions, allowing children to show their understanding of discussion topics using full sentences. High levels of presentation are modelled by teachers, incorporating key features introduced in literacy sessions.

Planning Resources and Continuous Professional Development

To ensure PSHE sessions are interactive and inclusive all classes have a range of practical resources to support learning.

The teachers are able to access a plethora of planning tools and resources to support learning in the classroom with confidence. Within each lesson there are resource ideas, templates, guidance for all elements of the lesson. Teacher wishing to find out more about how to use puppets in lessons can feel supported with the guidance as well as those who want to have more information to share around sex and relationship education.

PDP Resources



Teachers are encouraged to develop their subject knowledge by accessing resources in school and online using the Jigsaw website.

Along with subject specific support to aid teaching of the Cambridgeshire curriculum, Key Stage Leaders have access to the PSHE portal online.



Online access to DfE training modules relating to statutory RSHE is also available to teachers.

