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Windrush Valley School

Policy Documents Annual Review Record

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RSE and PSHEE Policy

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Introduction

This policy applies to all pupils at Windrush Valley School including the EYFS. This has been written to ensure we are meeting the requirements of:

- Keeping Children Safe in Education 2025 (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural education)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- The National Curriculum 2014 - Science

- The statutory framework for Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance DfEE in 2019
- Section 80A of the Education Act 2002
- Prevent Duty Guidance 2023 (Updated March 2024)

Key Personnel	Role	Contact
Amanda Douglas	Headteacher	headteacher@windrushvalleyschool.co.uk
Lucy Maudsley	Deputy Head Designated Safeguarding Lead /Prevent Lead	lucym@windrushvalleyschool.co.uk
Nicole Mitchell	Nominated EYFS Safeguarding Lead DDSL	nicolem@windrushvalleyschool.co.uk
Rhonda Higgs	Chair of Governors	rhonda@ingenioedu.co.uk

The School's Aim, Values and Ethos

Our Aim

We encourage and motivate every child to achieve their full potential by inspiring excellence, building character and being united in purpose.

Our Values

Our core values of effort, kindness and responsibility encourage and support a holistic approach to every child's development. Your child's journey to becoming a confident and valued member of society starts at Windrush Valley Prep School.

Our Ethos

Guided by these aims and values, Windrush Valley School is a community that fosters holistic development and growth, where all members feel safe, happy and respected. Dedicated to the success and wellbeing of every child, we nurture confident, responsible individuals ready to make a positive impact on society.

Policy Aims and Objectives

- At Windrush Valley School we recognise that we must provide a broad and balanced curriculum which meets the needs of all pupils (Section 80a of the Education Act 2002).
- PSHEE, which incorporates the RSE programme, aims to provide the knowledge, experiences and understanding for all pupils, including those in the EYFS to respect and care for themselves and others, and to become responsible, resilient, independent and well-rounded, informed members of society.
- The programme reflects the school's aim to encourage and motivate every child to achieve their full potential by inspiring excellence, building character and being united in purpose. Pupils develop the core values of **Effort, Kindness** and **Responsibility** and we encourage and support a holistic approach to every child's development. This is reinforced through the WINDRUSH360 reward programme.

Organisation and Delivery of RSE and PSHEE

- RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others.
- PSHEE is taught through the themes of Health and Wellbeing, Living in the Wider World and Relationships. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils for the opportunities, responsibilities and experiences of later life. Physical, mental health

and emotional wellbeing are embedded within the curriculum, as is social and economic wellbeing and the importance of contribution to society. (The curriculum overview can be found in **Appendix 1**)

- All PSHEE/RSE discrete lessons will be delivered within a mixed gender class and for 60 minutes every week. (half term rotation with RE to support the PSHEE programme/Social. Moral, Spiritual, Cultural development of pupils).
- To ensure progression throughout the school, a spiral curriculum is planned from Years 1-6.
- Specific age-related aspects of the RSE curriculum are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child. We believe in working in partnership with parents and carers and understand the importance of sharing our RSE/PSHEE programme, so they are able to support their child's personal development at home.
- PSHEE is embedded through: whole-school themed assemblies covering PSHEE topics and celebration days; pupil voice, student council and positions of responsibility within the school; the school values and reward system WINDRUSH360 and the school's Behaviour Management and Anti-bullying Policies.
- Themes are also embedded in other curriculum subjects throughout the school day and year with everyone supporting and encouraging the children they interact with, to use the skills they are developing and to make links to other areas of learning.
- Pupils are encouraged to be increasingly aware of their own and other's responsibilities, safety and wellbeing at an appropriate level, throughout the school both inside and outside the classroom- The Golden Rules (**Appendix 2**)
- Co-curricular clubs support the children's personal development e.g. Money Matters club, sports clubs, careers club.
- Enrichment opportunities include visiting speakers to support personal development e.g. conservation speakers, local charities.
- Charity fundraising events take place each term to support the children's contribution to, and awareness of, the wider community.
- Values and Society points are rewarded as part of WINDRUSH360, promoting personal and social achievements and development.
- Discrete lessons will be delivered by the class teacher with the only exception of the Year 5 and 6 topics of 'It's my body' and 'Growing up' being taught by the PSHEE /RSE lead.
- The discrete lessons will be delivered using a range of teaching methods and resources, suited to the lesson. These may include: role play, collaborative projects, quizzes or class discussions. All teaching will be delivered to match the needs and range of ability within the class.

Pupils will also:

- Develop an understanding of the Fundamental British Values* (FBV) (**Appendix 3**) that are necessary if they are to make sense of their experiences, value and respect themselves and others, appreciate differences and feel confident and informed, as a British citizen.
- Develop an understanding and awareness of the Protected Characteristics* (PC) (**Appendix 3**) learning the importance of diversity and inclusion and that discrimination is illegal. These will be introduced in an age-appropriate manner through the RSE and PSHEE curriculum.

- Develop an understanding of the Prevent Duty, through the embedding of the FBV* (**Appendix 3**), where online safety lessons are an early, age-appropriate introduction to the importance of staying safe online and therefore reducing the risk of being drawn in to, or supporting extreme ideologies or beliefs. In Year 5, extremist views are explored in relation to the FBV.

*Links to the FBV and PC are noted within the Curriculum Themes in **Appendix 1** and where Online Safety lessons support the Prevent Duty, this is also noted.

Statutory and non-statutory coverage

At Windrush Valley School we do not cover non-statutory content in the RSE lessons, therefore withdrawal from the discrete lessons is not permitted. The content covered in Years 5 and 6 is the statutory Science Curriculum.

Key Stage 1 Science statutory requirements- Children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Key Stage 2 Science statutory requirements - Children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. We believe children should understand the facts about human reproduction before they leave primary school.

Resources we use when teaching the units are available for parents/carers to view on request.

Equal Opportunities

Pupils will learn from an early age that there are many different types of 'family'.

The promotion of any type of relationship, faith, belief, religious or political view shall not occur.

Where appropriate and if requested, pupils will be given opportunities to discuss specific learning related to puberty in single sex groups.

Inclusion and SEND

The full PSHEE education provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs, engaging and challenging all children.

EYFS

PSHEE in Nursery and Reception is taught as an integral part of the topic work covered during the year. During these years, PSHEE relates to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the community, is vital to successful and effective teaching and learning within this subject. A set of ground rules is established, especially for RSE lessons, so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. It is however, impossible to guarantee that any child will be excluded from discussions which arise outside specific lessons, if questions arise in other subject lessons.

Where appropriate, teachers will discuss a child's concern with the child's parents. Teachers are aware that effective RSE and PSHEE can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead (DSL) will be informed as per the school's Child Protection and Safeguarding Policy. Where discussions relating to Online safety cause concern, this again may be considered a safeguarding concern and should be responded to as per the school's Child Protection and Safeguarding policy and procedures. All teaching staff have been trained in the Prevent Duty and must have due regard to supporting individuals susceptible to radicalisation. Staff must be alert to any concern in the child's life at home or elsewhere and this includes awareness of the expression of extremist views.

Windrush Valley School believes in working in partnership with parents and carers and understands the importance of sharing our RSE/PSHEE programme, so that they are also able to support their child's personal and social development.

Where localised or national events occur, requiring additional support or teaching to occur, these will be planned accordingly and, in an age-appropriate manner.

Review, Assessment and Evaluation

Monitoring of the RSE and PSHEE Policy is the responsibility of the Headteacher, named governor, and RSE/PSHEE lead. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, pupil questioning, sampling teachers' planning and feedback from pupils and parents. The effectiveness of the RSE/PSHEE programme will be evaluated by assessing children's learning and implementing change if required.

Amanda Douglas

Headteacher

April 2025

Curriculum coverage by year group noting links to FBV, PC and Prevent

Early Years Foundation Stage (EYFS)	As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to - ➤ Play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Form positive relationships with adults and other children and they talk about how they and others show feelings. ➤ Whilst learning about 'Understanding the World', children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. ➤ Children make observations of animals and plants and explain why some things occur and talk about changes. ➤ Selected focus texts (The Super Six Books) are used for developing and supporting pupils' personal development. Some of which include: • The Smeds and the Smoos (about tolerance and making friends) • The Little Red Hen – (helping others and responsibility) • Pumpkin Soup – (taking turns and inclusivity) • Where the Wild Things Are (making wrong choices and saying sorry) • Ravi's Roar (recognising what anger looks and feels like, how we can calm down) • The Colour Monster (recognising different emotions in themselves and others) • Sully the Seahorse (everyone is unique and has different talents/ strengths) ➤ In Reception 'Keeping Healthy' is also a key focus. Children learn about the importance of cleaning teeth, washing hands with soap and keeping fit through exercise. ➤ Each day the children are encouraged to self-register their emotions on the class chart-they can move their name at any point during the day. This is an important tool to support their emotional literacy and discussions help develop strategies the children can use to regulate their own emotions.
PC -Age/Disability/Race/Religion or Belief FBV -Democracy/Rule of Law/Individual Liberty/Mutual Respect and Tolerance	

Year 1 Curriculum Themes

TEAM (Together everyone achieves more)	➤ Team work has a positive impact on all of its members and what can be achieved. ➤ Develop skills, such as good listening, the importance of being kind to others, the effects of bullying and teasing and what to do.
PC - Age/ Disability FBV - Democracy/ Individual Liberty/ Mutual Respect and Tolerance	
Britain (Living in the wider world)	➤ Individuals can have a positive impact on groups and communities to which they belong. ➤ Looking after the environment. ➤ Learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.
PC -Age/Disability/Race/Religion or Belief FBV - Mutual Respect and Tolerance	
Aiming High (Health and Wellbeing)	➤ Learn about having high aspirations. ➤ Discuss positive views of themselves and how this can help them tackle and achieve new learning challenges and improve learning outcomes. ➤ Share aspirations for the future, with regard to employment and personal goals and different jobs and roles will be considered.

	➤ Difficulties faced by stereotyping will be explored.
PC- Age/ Disability/ Race/Sex FBV- Individual Liberty/ Mutual Respect and Tolerance	
Year 2 Curriculum Themes	
<u>Safety First</u> (Health and Wellbeing)	➤ Learn about everyday dangers, in the home and outside and how they can keep themselves safe. ➤ Learn about the Internet and how to stay safe online. ➤ The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. ➤ Learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
PC- Age FBV- The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance	
<u>VIP's</u> (Relationships)	➤ Very Important Persons in children's lives and the ways in which they can develop positive relationships with them. ➤ Explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. ➤ The importance of cooperation and how to show the special people in their lives that they care.
PC- Age/Disability/Marriage and Civil Partnership/ Race/Religion or Belief/Sex/ Sexual Orientation FBV- Mutual Respect and Tolerance	
<u>Respecting Rights</u> (Living in the wider world)	➤ We should all be rights respecting citizens in our communities and all people have rights that are shared. Explore the concepts of difference and fairness and how we should behave towards those who are different from us. ➤ Who helps us to protect our rights and what we can do if we don't feel safe. ➤ How they can take part in the school community and why it is good to do what we can to make a positive difference. ➤ Respecting views that are different to their own
PC- Age/Disability/ Race/Religion or Belief FBV- Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance Prevent- Respecting views different to their own	

Year 3 Curriculum Themes

<u>Be Yourself</u> (Relationships)	➤ Be yourself and identify strengths and achievements. ➤ Recognise different emotions, how to express thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. ➤ Explore the influence of the media in how we view ourselves and the reality of these messages. ➤ How to make things right when mistakes are made, both in person or online, and the importance of learning from these.
FBV- The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance Prevent- Online Safety	
<u>Money Matters</u> (Living in the wider world)	➤ Where does money come from and how can it be used. ➤ How money is spent and the need to borrow money and its consequences. ➤ Prioritising the spending of money and ethical spending. ➤ What influences spending and how we can keep track of it
FBV- Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance	

It's My Body (Health and Wellbeing)	➤ Making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. ➤ Learn facts about each of these areas and learn strategies on how to manage them. ➤ The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
FBV - Individual Liberty/ Mutual Respect and Tolerance	

Year 4 Curriculum Themes

Safety first (Health and Wellbeing)	➤ Taking responsibility for their own safety, the decisions they make and how to stand up to peer pressure in a range of situations. ➤ Learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. ➤ Road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. ➤ E-Safety, what should never be shared and how to report any concerns about online incidents
PC - Age/Disability/ Race/Religion or Belief/Sex FBV - The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance Prevent -Online Safety	
One World (Living in the wider world)	➤ People's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. ➤ Explore the concepts of inequality and stereotypes and reflect on what can be done to make the world a fairer place. ➤ Climate change and its effects, fair trading practices and organisations.
PC - Age/Disability/ Marriage and Civil Partnership/Pregnancy and Maternity/Race/Religion or Belief/Sex/ FBV - Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance	
VIP's (Relationships)	➤ Focus on relationships with our VIPs. ➤ Look at friendships, how friendships are formed and maintained, and the qualities of a good friend. Moving on to disputes and bullying and addressing strategies for coping with each of these.
PC - Disability/ Race/Religion or Belief FBV - Individual Liberty/ Mutual Respect and Tolerance	

Year 5 Curriculum Themes

Britain (Living in the wider world)	➤ Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. ➤ Identify how they can make a positive contribution to the community. ➤ Learn about the law and the consequences of not respecting it. ➤ Learn about the workings of local and national government and the role of charities and voluntary groups in British society.
PC - Religion or Belief FBV - Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance Prevent - Extremist views	
Be Yourself (Relationships)	➤ Encourage a positive view of themselves and recognition of the importance of being proud of individuality. ➤ Recognising situations where positive choices should be made in order to do the right thing. ➤ How to avoid being led into tricky situations and recognise and respond to peer pressure. ➤ How to be confident and how to manage uncomfortable feelings. ➤ Investigate how to make things right when they make a mistake.
PC - Race/Religion or Belief/Sex/ Sexual Orientation FBV - Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance	
It's My Body (Health and Wellbeing)	➤ Comparing male and female bodies. ➤ Learn about the changes during puberty, both physically and emotionally. ➤ What reproduction means.

	➤ Compare the female and male reproductive body parts. Understand the process of the menstrual cycle. Learn when the cells (sperm/egg) combine this is called conception and a foetus develops. ➤ Discover how a baby is born.
PC- Pregnancy and Maternity/Sex	

Year 6 Curriculum Themes

<u>Safety First</u> (Health and Wellbeing)	➤ Take responsibility for own safety, including the decisions made and how to stand up to peer pressure in a range of situations. ➤ Assess the risk associated with different situations and learn about what to do if they feel in danger. Learn about how to identify an emergency and how to get help when needed. ➤ Look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.
FBV- The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance Prevent- Online Safety	
<u>Respecting Rights</u> (Living in the wider world)	➤ We can all make choices to live as rights-respecting citizens. ➤ Human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. Understand that no one can take away their rights. ➤ Explore the ideas of equality and discrimination and the consequences of both. Make choices and take actions which respect the rights of others.
PC- Age/Disability/Gender Reassignment/Marriage and Civil Partnership/Pregnancy and Maternity /Race/ Religion or Belief/Sex/ Sexual Orientation FBV- Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance	
<u>Growing Up</u> (Relationships)	➤ Revisit the changes during puberty and focus on personal hygiene, and keeping healthy and managing emotions. ➤ The importance of a positive body image is discussed and the children learn to recognise and challenge stereotyping. ➤ Understand that there are a range of relationships and what constitutes a caring or loving relationship. The process of reproduction is revisited, with a greater insight into the development of a foetus, through to the birth.
PC- Age/ Disability/ /Marriage and Civil Partnership/ Pregnancy and Maternity/ Race/ Religion or Belief/ Sex/ Sexual Orientation FBV- Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance	

★ WINDRUSH360 ★

Golden Rules

- I will respect others' ideas and belongings
- I will act with kindness
- I will be polite
- I will be honest
- I will always try my best- inside and outside the classroom
- I will take responsibility for my actions
- I will wear the correct uniform and have all the items I require
- I will help keep the school a welcoming and safe place to enjoy

WINDRUSH VALLEY SCHOOL

Inspiring Excellence * Building Character * United in Purpose

Fundamental British Values

The Fundamental British Values encourage us all to live as rights-respecting citizens and celebrate the diversity of our nation. They help everyone to have their rights respected and live happy, safe and healthy lives in which they have the opportunity to fulfil their potential.

They are:

- **Democracy:** This value emphasises the importance of a culture built on freedom and equality, where everyone is aware of their rights and responsibilities, including the right to vote and participate in decision-making.
- **The Rule of Law:** This value highlights the need for rules to create a safe and secure environment, emphasising that everyone, including those in power, must abide by the law.
- **Individual Liberty:** This value promotes freedom of thought, belief, and action within the bounds of the law, allowing individuals to make their own choices and live their lives freely.
- **Mutual Respect and Tolerance:** This value emphasises the importance of treating all individuals with respect, regardless of their background, beliefs, or differences, and fostering tolerance for diverse opinions and faiths

Protected characteristics

The Protected Characteristics are aspects of someone's identity. The Equalities Act 2010 established that discrimination on the grounds of defined characteristics is illegal. Although any form of discrimination is unacceptable, these characteristics are ones protected by law. Discrimination can take many forms and means to treat someone 'less favourably' than others based on a certain characteristic.

In British law, there are nine protected characteristics.

These are:

- **Age:** Discrimination based on age is prohibited.
- **Disability:** This protects individuals from discrimination due to a physical or mental impairment.
- **Gender Reassignment:** This protects transgender individuals from discrimination.
- **Marriage and Civil Partnership:** This protects individuals from discrimination based on their marital or civil partnership status.
- **Pregnancy and Maternity:** This protects pregnant women and those on maternity leave from discrimination.
- **Race:** This includes discrimination based on ethnicity, nationality, or national origin.
- **Religion or Belief:** This protects individuals from discrimination based on their religious beliefs or lack thereof.
- **Sex:** This protects individuals from discrimination based on their gender.
- **Sexual Orientation:** This protects individuals from discrimination based on their sexual orientation

The Prevent Duty

Schools have a legal duty to prevent pupils from becoming radicalised (displaying extreme views in support of extreme ideologies or beliefs, terrorist groups or activities). Every member of staff recognises that safeguarding

against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person.

Although incidents involving radicalisation and extremism have not occurred at Windrush Valley School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society as a whole. Staff are aware to suspend any 'professional disbelief' that instances of radicalisation could not happen here and to be 'professionally inquisitive' where concerns arise. Early intervention is vital and staff must be aware of immediately referring any concerns to the Designated Safeguarding Lead (Prevent Lead). This will then be discussed and the most appropriate course of action agreed on a case-by-case basis and if necessary, involve external agencies.