



# Woolgrove School

## Personal Social and Emotional Development (PSED) and Relationship and Sex Education (RSE) Policy



'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

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# Personal Social and Emotional Development (PSED) and Relationship and Sex Education (RSE) Policy

## **Intent**

At Woolgrove we strive for our pupils to be more confident, motivated and able to make important life and health choices – a caring community fostering a positive future. To achieve this, we aim to deliver a PSED curriculum that best fits the individual needs of our children.

Outlined below are the PSED Life Skills and Relationships Education, Relationships and Sex Education and Health Education knowledge that we want the children to have. These are the areas each child will be working towards in their pathway.

### **Early years foundation stage (EYFS)**

- To know how to get their needs and wants met effectively
- To know how to access and use a range of resources and make choices of activities
- To know how to recognise simple feelings and request support to regulate – happy, sad, angry and upset
- To know how to interact positively with others to complete a task
- To know who lives in their home and name members of their family
- To be able to name some feelings
- To learn the names of people in their class and how to initiate interactions.
- To know how to get help
- To know how to play simple games and how to play with toys.
- To know how to keep themselves safe

### **Pre-formal and Semi-formal 1**

We want our Pre-formal and Semi-formal 1 children to refine the skills taught in the EYFS – experiences provided through Child Initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development), the Life skills and Sensory curriculum.

Our Semi-formal 2 and Formal pathways will build on the skills listed overleaf and will follow aspects of the Hertfordshire Programme of Study for PSHE & Citizenship Key Stage 1.

### **Semi-formal 2**

- To understand my own preferences and know that they have a right to an opinion and increasingly be able to express their own opinions
- To know how to respond to a situation and understand how to manage themselves
- To know that they belong to various groups and communities, such as family and school
- To know the vocabulary associated with families i.e. mummy, daddy, sister, brother

### Families and People who care for me

- To know that families can give love, security and stability and families love and care for each other
- To know and name some ways in which families protect each other and care for each other
- To know and talk about how families spend time together, sharing in each others' lives. Know that others' families, either in school or in the wider world, sometimes look different from their family and that they should respect those differences

### Caring Friendships

- To know what makes a good friend: kindness, sharing interests, helping with problems
- To know how important friendships are in making us feel happy and secure

### Respectful relationships

- To know the importance of respecting others, even when they are very different from them
- To know how to be polite and what good manners are

### Online relationships

- To know that people sometimes behave differently online, including by pretending to be someone they are not

### Being safe

- To know that it is not always right to keep secrets if they relate to being safe

- To know that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact

## **Formal**

- To know that there are different types of teasing and bullying and takes steps to resolve conflicts with other children, e.g. finding a compromise.
- To know how to keep themselves safe in the community and know who to ask for help with support

## **Targets from Semi-Formal 2:**

### Families and People who care for me

- To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring Friendships

- To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- To know that there are different types of teasing and bullying and how to take steps to resolve conflicts with other children, e.g. finding a compromise.
- To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful relationships

- To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

### Online relationships

- To know the rules and principles for keeping safe online, how to get help if they need it

### Being safe

- To know how to recognise and report feelings of being unsafe or feeling bad about any adult.

- To know how to keep themselves safe in the community and know who to ask for help with support

### RSE Curriculum

Sex and relationship education will be personalised for the pupils to support individual understanding. Some of the areas that will be taught will include growing, changes, puberty, the differences between boys and girls, bullying, feelings and emotions and understanding basic personal space and consent.

Each parent has received an online copy of the RSE Skills and Knowledge overview and have read and agreed to the content being taught at Woolgrove School. Parents have been provided with opportunities to discuss any area of the PSED or RSE curriculum with the currently subject led.

### Spiritual, Moral, Social and Cultural Development (SMSC)

At Woolgrove School Spiritual, Moral, Social and Cultural development permeates through every aspect of the school's work. Woolgrove take a holistic approach to the education of our pupils, striving to develop our children academically and as independent human beings. The development of SMSC is an inherent part of the way we work. It is modelled by our staff every day and taught across the school through PSED and RE lessons.

### Implementation

The PSED curriculum will be taught to pupils in a range of ways:

- Personalised learning objectives
- Working one to one with an adult or another child
- Working in small groups and turn taking
- Joining in class activities and discussions
- Participating in circle-time games and activities, when children learn to listen to others and accept other viewpoints
- P.E. and games, when classes and age groups may be mixed, and pupils learn to work as a team
- Whole school occasions, where pupils experience being part of a community
- Enrichment trips through:
  - Visits to and from people in the community
  - Visits to the shops

- Interventions to support individual/groups of children;
  - Lego therapy
  - Pastoral Support Worker – social skills and turn taking sessions
  - Rebound
  - Fizzy hands
  - Music therapy

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

### Spiritual Development

Religious Education is taught throughout the school. Christianity and other religions are studied and discussed, (see R.E. Policy).

- Assemblies provide an opportunity for the school community to think about the spiritual aspect of life (see Collective Worship policy)
- Morning workout, prayer time, mindfulness and yoga encourage pupils to become aware of themselves and the world around them
- Wall displays of their work help to make pupils take a pride in their immediate environment

The children have the opportunity to develop their sense of ‘awe and wonder’ through activities such as gardening and vegetable growing, visiting local parks, gardens centres, zoos, the school environment area and art displays.

### Self-knowledge

This is an essential part of our work with the children helping them to understand who they are and their strengths and weaknesses through praise, rewards and celebration.

### Relationships

We endeavour to build positive relationships. Many of our children with Autism can find it difficult in this area. Therefore, support is given to help develop relationships with peers and adults and key behaviours are modelled throughout school life. These skills are also taught in PSED through circle time and social skills groups.

### Creativity

Our children have the opportunity to express themselves through art and music. Children are helped to understand feelings and emotions through role-play, circle time and protective behaviour programmes.

### Moral Development

Promoting moral development at Woolgrove helps our children to learn right from wrong from knowledge of moral codes of their own and of others cultures. The children can then think through the consequences of their actions. They will build the ability to be considerate of other people’s life styles, respect other’s needs, interests and feelings.

- All adults aim to be good role models whose attitudes to the children and to each other embody the school’s aims. They strive to set an example in terms

of dress, language, attitudes and behaviour, while remaining sensitive to the diversity of home situations represented within the school.

- School and playground rules have been formulated by staff and pupils and everyone attempts to adhere to them.

All children are taught to respect other people's property and to develop an understanding of ownership rules.

Children are taught what is acceptable behaviour and language, with problems being dealt with as they arise.

At Woolgrove we believe that all pupils should be encouraged:

- To work both independently and with others
- To express their opinions and thoughts while respecting the views of others
- To use their initiative and take responsibility for their own learning and social behaviour

Our pupils have the benefit of truly becoming members of our school society. All pupils have status in the school and jobs to do in their classrooms. As they become older they can take on more responsibility. All staff are aware that social skills are difficult for our children and the skills need to be taught in a different and personalised way.

### Assessment

Class teachers will provide evidence for each child in their work folder showing progression. This will also be marked off on Classroom Monitor, the school's assessment recording programme. Evidence may be in the form of observations, photographs and photocopies of work. Assessment will be on a continuous basis, involving informal techniques such as teacher observation, small group discussions and questioning about tasks. On completion of a piece of work children will share their views using a visual aid in line with the school's marking policy; this will inform the teacher of how the pupil feels how they have understood and worked in the lesson. The teacher marks the work in accordance with the Marking Policy and an assessment recording sheet is completed after lessons which will include the learning objective, pupils' comments and views and the school's marking slip. Pupils' progress will be shared with parents annually with a written report and through Parents' Evenings and the blue Home to School books.

### Impact

Through providing a PSED rich and spiral curriculum with lots of discrete teaching and learning opportunities children will be:

- demonstrating their understanding and knowledge through progression in their learning
- engaging more meaningfully with their peers during the school day
- making more positive choices when managing their feelings and behaviour