



RPSHE Policy

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Introduction

This policy aims to outline the teaching, leadership and management of Relationships, Personal, Social, Health and Economic Education (RPSHE) at Diamond Wood Community Academy. This policy is closely linked to our whole school Relationships, Health and Sex Education policy (RHSE) and should be read alongside this.

At Diamond Wood Community Academy, our RPSHE programme of study brings together education based on Physical Fitness, Mental Fitness and Social Fitness. We have combined our RPSHE curriculum with the requirements set out by the RHSE curriculum (2020) through the support of the 'One Life' programme of study. Through a values-based education, it is intended to support the school in developing a coherent whole school approach to RPSHE.

It supports the 5 outcomes of the Every Child Matter's (ECM) agenda and provides a context for school to fulfil our responsibilities to:

- Promote the physical, emotional and social well-being of pupils and staff
- Provide relationships education
- Promote community cohesion
- Achieve the aims of the whole curriculum

*See the Relationships, Health and Sex Education (RHSE) policy for further details on how we meet this area.

Throughout RPSHE we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

Our Vision and Intent

At Diamond Wood Community Academy, we are committed to providing children with a rich, vocabulary- and experience-based RPSHE curriculum, encompassing PSHE and statutory RHSE (Relationships, Physical Health and Emotional Wellbeing Education) from Nursery to Year 2. This curriculum sits at the heart of our school ethos and underpins everything we do, supporting our strapline of helping children *'to be the best version of me I can be'*.

Our vision is to nurture confident, resilient and emotionally aware children who feel safe, valued and ready to learn. Through carefully planned learning experiences, we aim to support children to build positive relationships, understand and manage their emotions, develop healthy attitudes to physical wellbeing and begin to make informed, age-appropriate choices.

Our PSHE and RHSE curriculum is delivered through the 'One Life' programme created by Kelly Wood, which is underpinned by the principles of Physical Fitness, Social Fitness and Mental Fitness. These principles are woven through both weekly PSHE/RHSE lessons and daily One Life practices, ensuring consistency, repetition and meaningful application. Daily practices include *Meet and Greet*, *Mindful Moments* and *Talk It Out*, which promote emotional regulation, positive communication and a strong sense of belonging across the school community.

In addition, children take part in a weekly Friday Reflection Time, where they are encouraged to think about real-life situations they have experienced, how they responded to them and how they might approach similar situations in the future. This reflective approach supports children to develop self-awareness, empathy, problem-solving skills and resilience.

Through our RPSHE curriculum, we aim for all children to leave Diamond Wood Community Academy with the knowledge, skills and attitudes they need to grow as individuals and as members of families and communities. We recognise the strong link between wellbeing and academic success and believe that developing children's personal, social and emotional skills is essential in preparing them for future learning and life beyond our school.

Aims

Through RPSHE lessons and wider school work we aim to promote the fundamental values adopted by the school. RPSHE education at Diamond Wood Community Academy aims to:

- Give pupils the knowledge and develop self-esteem, confidence and self-awareness to make informed choices and decisions
- Encourage and support the development of social skills and social awareness
- Enable pupils to make sense of their own personal and social experiences
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- Enable effective interpersonal relationships and develop a caring attitude towards others
- Encourage responsibility and a caring attitude towards the environment
- Help our pupils understand and manage their feelings
- Understand how society works and the rights and responsibilities involved

Teaching and Learning

RPSHE is the roots to our entire curriculum and is an integral pillar of everything we do at Diamond Wood Community Academy. It is embedded within our curriculum such as Science, Computing, Physical Education and Religious Education, it is also taught as a structured lesson, once a week in all year groups.

Our overall curriculum is topic-based however, RPSHE is explicitly taught as a discrete subject. If and when appropriate, high-quality cross-curricular links (horizontal links) are made to ensure pupils are able to make links, joins and connections within their acquired knowledge.

Our RPSHE curriculum planning clearly sets out the intended knowledge, skills and vocabulary we want pupils to learn, know and remember. The design of our curriculum has been guided by the Statutory and Non-Statutory Guidance within the Early Years Foundation Stage Framework and the RSHE Statutory Guidance.

We were also guided and supported by Dylan William's Key Principles of Curriculum Design as well as Rosenshein's Principles of Instruction. In addition, we are guided by the PHSE Association as well as One Life as mentioned previously.

We have worked in close collaboration with the local Junior School to ensure progression continues when pupils leave us at the end of Year 2.

The One Life programme we have adopted to deliver our RPHSE curriculum has been carefully selected to ensure that it covers all RSHE statutory requirements and because it meets the varying needs of our children. The spiral curriculum design allows children to develop their skills and learning year on year with each new topic building on the last. Children engage in discussions, debates and hands on activities which promotes positive behaviour, safety, achievement, and wellbeing and supports pupil development.

There are six key themes which are taught in every year group. These are:

- We are happy!
- We are safe!
- We enjoy a challenge!
- We celebrate diversity!
- We show respect!
- We are ready and fit for our future!

RPSHE lessons are taught within classes at least once per week. Opportunities are planned for pupils to review, recap, and remember the information they have been taught and consolidate their learning. This ensures that pupils are able to 'know more', 'remember more' and in turn 'do more'.

Within Nursery and Reception, children start to learn the core and foundation knowledge needed in order to support their ongoing RPSHE. We believe it is essential within the Foundation Stage to give children a broad, play-based experience of learning in a range of contexts, including outdoor play. Therefore, a large proportion of our teaching within Early Years comes through learning happening within our provision areas. This allows practitioners to focus on key objectives set out within our progression maps, but in a way, which also enables practitioners to follow children's interests.

British Values and Spiritual, Moral, Social and Cultural (SMSC) development are carefully woven throughout the Personal Development curriculum. This enables our children to become successful learners, confident individuals, responsible citizens and effective contributors.

The RPSHE Subject Leader is responsible for the planning and resourcing of our whole school RPSHE Curriculum. This includes the progression of knowledge, skills and vocabulary alongside long, medium and short-term planning. Moving to this approach towards planning has ensured that subject leaders are fully aware of their curriculum intent, how it has been designed to be implemented and ways they can monitor impact. This also ensures that our intended content for RPSHE is covered and the skills/ knowledge and vocabulary taught are progressive from year group to year group. Subject leaders work alongside year group leaders and class teachers carefully to review the plans and pedagogical choices regularly.

As part of the introduction to each new RPSHE unit of work, teachers review what the children know already so that they are able to adapt planning if necessary to meet children's individual needs. A RPSHE working wall may be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

Lessons are planned to ensure that key knowledge is developed over time over the course of each RPSHE unit and in the correct sequence. Key knowledge and vocabulary is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of Personal Development.

A key emphasis is placed upon providing our young learners with high-quality memorable experiences. These are crucial not only to develop pupils' inquiry skills, but also in order to develop their vocabulary and to allow them to make links, joins, and connections between the knowledge and skills they are learning.

Enriching the Curriculum

In addition to planned RPSHE teaching, Diamond Wood Community Academy enhances learning for children in Nursery to Year 2 through a range of age-appropriate enrichment activities and experiences that support RPSHE Education.

These opportunities may include participation in national awareness events such as *Child Safety Week* and *Safer Internet Day*, as well as themed assemblies and workshops that introduce key safety and wellbeing messages in a developmentally appropriate way. Children also engage in online safety activities, road safety learning and visits from external professionals, such as the police and other community services, which are carefully adapted to meet the needs and understanding of younger children.

All enrichment activities are planned to be inclusive, supportive and appropriate for early years and Key Stage 1 pupils, reinforcing key RPSHE messages through practical, discussion-based and experiential learning. These experiences complement classroom teaching and help children begin to apply their learning to familiar, real-life situations.

Through these additional enrichment opportunities, we aim to develop children's confidence, awareness and understanding of personal safety, wellbeing and responsible behaviour, while strengthening links between the school, families and the wider community.

Teaching Reading Across the Curriculum

Reading is a key priority at Diamond Wood Community Academy and plays an essential role in supporting the delivery of our RPSHE curriculum. The One Life programme has been deliberately designed by the curriculum creator to be story-led, with a carefully selected key text spine that underpins and enhances learning across all units.

High-quality texts are used to introduce themes, support discussion and deepen children's understanding in an age-appropriate and engaging way. Dedicated Storytime sessions provide planned opportunities for children to explore these texts, reflect on key messages and make links to their own experiences. Teachers ensure that the recommended texts are available within classroom reading areas and actively encourage children to revisit them independently.

Classroom reading areas offer access to a range of stories, non-fiction texts and poems that further support RPSHE learning and provide additional opportunities for discussion and reflection. Children also have regular access to the school library, which includes a dedicated RPSHE section to support this learning.

Teaching Oracy Across the Curriculum

At Diamond Wood Community Academy, we understand Oracy to be the ability to communicate effectively using spoken language. It is the ability to express yourself effectively - to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views. These are all fundamental skills that support success in both learning and life beyond school.

Oracy is not something that is taught discreetly. It cannot be bolted onto our RPSHE teaching via whole-school initiatives. Oracy needs to be at the core of our planning and teaching of RPSHE. RPSHE literacy and Oracy is achievable for all pupils, regardless of prior attainment.

Speaking and listening are crucial for practising and embedding new vocabulary and concepts, and as such form the bedrock on which literacy is built. They also form the basis of social interaction, and are skills to be taught, as listening and turn-taking do not come naturally to children. Discussion and debate sharpen thinking skills and promote understanding. By teaching RPSHE as a process of enquiry, a process that demands questioning and debating, we advance oracy, RPSHE literacy and thinking skills. We give children opportunities to develop their oracy through:

- Problem-solving and defending conclusions reached
- Group discussion to test meaning and refine ideas
- Simulation and role play
- Asking children to pose questions, to predict, to raise doubts
- Explaining their thinking processes and ideas
- Evaluating their own learning.

Equal Opportunities

Diamond Wood Community Academy values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes, and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender, or background.

Inclusion

Diamond Wood Community Academy is a fully inclusive school. All pupils are entitled to access the RPSHE Curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policies. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching also takes account of children's own interests to ensure topic relevance to all individual learners.

Monitoring, Assessment and Evaluation

As with all subjects, teachers are continuously assessing children's progress against the intended learning objectives. At the end of each lesson, they consider if the child achieved the learning objective or is still working towards it.

When making teacher judgements at the end of a unit of work or at any point within the year, teachers will also refer to the RPSHE progression map. At the end of each term, a formal judgment is made to assess whether or not children are on track to achieve age-related expectations. These judgements are entered onto our whole school assessment tool 'Insight' and allow teachers to track pupil attainment and progress.

The categories used are;

- Above
- On track
- Just below
- Well below

Judgements can be made about children's progress through:

- Ongoing formative assessments
- Observations
- Further discussions and questioning
- Looking at their work (children have their own One Life workbook).

Reporting to parents is carried out through parent evenings and annually through written reports.

Subject Leader Responsibilities

The subject leader for RPSHE is responsible for:

- Providing leadership and vision
- Working in collaboration with colleagues to design the RPSHE curriculum
- Planning and resourcing units of work for all year groups
- Ensuring teachers are meeting the needs of all pupils including those with SEND
- Updating the RPSHE policy every year
- Carrying out the requirements of the RPSHE Curriculum development plan
- Monitoring the delivery and impact of RPSHE lessons and the overall intended curriculum

- Monitoring RPSHE work and checking that the work produced is at a high standard and the correct marking procedure is being used for this work
- Promoting the subject across school and ensuring high quality learning environments showcase pupils work as well as support them with their learning
- Supporting colleagues and providing additional training and support where required
- Seeking opportunities to improve own subject knowledge and awareness of developments within the subject
- Monitoring, tracking, and ensuring the progression of pupil outcomes within the subject
- Reporting to SLT and governors
- Participating in professional discussions with external support partners with the aim of always improving the outcomes for pupils

Resources

The care any resource is of high importance and must be taught to all children so that they are not damaged. Resources are generally stored within classrooms or year group sheds and shared across key stages. The subject leader for RPSHE will review the use of resources and their storage on an ongoing basis in consultation with staff. Subject leaders are asked to submit any orders for resources within a certain timescale set by SLT. It is their responsibility to ensure they comply with this.

Health and Safety

Health and Safety must always remain an important consideration. The teaching of RPSHE may sometimes provide opportunities for educational visits or visitors. When arranging any of these events normal school policies and procedures should be adhered to. Safety and hygiene issues should be addressed in planning and in the general management of the classroom.

Use of ICT in Personal Development

When appropriate, the children should use ICT to support and enrich the RPSHE Curriculum. ICT can provide access to a huge range of resources that are of high quality and relevant to the learning of RPSHE. ICT can make a distinctive contribution to teaching and learning RPSHE in the Early Years and within Key Stage One by helping pupils to research and record. It can also extend pupils' ability to exercise choice, work independently and make connections between their studies and the wider world. Electronic devices used for recording are particularly useful with children who speak English as an additional language.

Online Safety

The RPSHE Curriculum links closely to the Computing Curriculum and specifically Online Safety. Opportunities are planned throughout the year for children to learn about Online Safety. For more information, please see the Computing Policy and the specific Online Safety Policy.

Staff Training and Development

At Diamond Wood Community Academy, we understand that primary school staff are not specialists in all subject areas. Therefore, it is essential that we invest in staff training and development. We will ensure that we do this by;

- Auditing staff skills and confidence within the subject of RPSHE regularly
- Arranging training and support as required
- Ensuring that the RPSHE subject leaders have strong subject knowledge and understanding of the teaching of this subject
- Provide time for the subject leaders to work alongside members of staff who need 'coaching' experiences to develop their practice
- Ensure that the RPSHE leaders attend courses and network meetings regularly. These will be at a local and TRUST level. The leader will always provide feedback to colleagues

PSHE Association

As a school we have subscribed to the PSHE Association. They are the UK National Charity for Personal Development and support Personal Development teaching and learning at all levels. The subject leader of RPSHE receives regular updates from them and attends relevant training courses which support her as a leader but in turn the teaching of RPSHE within school. All staff members are able to access their website for support themselves.

Links to the Academy Improvement Plan

Pupil outcomes and school improvement is the overall aim of all members of staff within the school, especially leaders. Therefore, the RPSHE leader will ensure that they are aware of the main priorities of the Academy Improvement Plan for the academic year. From this, they will create a RPSHE Action Plan at the start of each year and monitor progress continuously. At the end of each term, the RPSHE leader will BRAG rate their action plan based on which has been achieved, and what needs focusing on next. Developments will be shared with the Senior Leadership Team regularly through timetabled subject leader meetings. Updates will also be provided to other members of staff via staff meetings or email communication.

Review of Policy

This policy for RPSHE in school has been developed for the benefit of both the pupils, families, and staff. It is intended to be a working document and will be regularly evaluated and updated.