

ROWAN TREE PRIMARY SCHOOL

PSHE & RELATIONSHIPS POLICY

First Written and Adopted by governors:	December 2021
Reviewed and Re Adopted by Governors on:	April 2026
Signature of Chair of Governors:	L Preston
To be reviewed annually. Next review date:	November 26

PSHE and Relationships Policy

Rationale

This policy sets out ways in which Rowan Tree Primary provides PSHE and Relationships education for our students.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the current legislation.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that relates to this policy.

Aims of this policy

To ensure compliance with all relevant legislation connected to this policy and that Relationships Education and Health Education are taught effectively across school.

♣ To ensure students are taught the importance of equality and respect and that all teaching is sensitive, age and need appropriate.

♣ To share good practice amongst other schools and the LA as well as to take advice on how we can improve the teaching of RHSE.

Legislation

- **Legislation:** Governed by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, under the Children and Social Work Act 2017.
- **Compulsory Status:** Relationships Education is compulsory in primary schools.
- **Parental Rights:** Parents retain the right to withdraw their child from any element of the PSHE & RSE curriculum which they deem unsuitable, by contacting Kathryn Oliver – Quality of Education Lead.

We always tailor our educational input to the age and the developmental, physical and emotional maturity of the pupils we teach.

Louise Curran (headteacher) Kathryn Oliver (Deputy headteacher & quality of education lead) and Claire Roche (Assistant headteacher & pastoral lead)

Curriculum

At Rowan Tree Primary we follow the National Curriculum which breaks the curriculum down into our 3 Keystage pathways – Roots EY & KS1, Growth Lower KS2, Branching Out Upper KS2). More information regarding the pathways and a detailed curriculum content can be found in our progression document for PSHE.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of their time at Rowan Tree, students will have been taught the following content, at a developmentally appropriate level.

• families and people who care for me

• caring friendships

• respectful relationships

• online relationships

• being safe

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of their time at Rowan Tree, students will have been taught the following content, at a developmentally appropriate level.

• mental wellbeing

• internet safety and harms

• physical health and fitness

• healthy eating

• facts and risks associated with drugs, alcohol and tobacco

• health and prevention

• Keeping myself safe from harm

• changing adolescent body

- Hygiene and personal care

The role of the governing body

The Governing Body has delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy; oversees compliance with the

policy through Governor Visits and meetings, responsibility for ensuring: full compliance with all statutory responsibilities; the school complies with all equalities legislation; funding is in place to support this policy; this policy and all policies are maintained and updated regularly; all policies are shared with families who are asked for comments, all students make progress in achieving the expected educational outcomes; the subjects are well led, effectively managed and well planned; the quality of provision is subject to regular and effective self-evaluation; the teaching is delivered in ways accessible to all students with varying Special Educational Needs; clear information is provided for families on the subject content and the right to request that their child is withdrawn; the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations; the involvement of the School Council in: discussing improvements to this policy during the school year; organising surveys to gauge the thoughts of all students in a developmentally appropriate way.

The role of Senior Leaders

Senior Leaders will:

Place a high priority on PSE and Relationships education and delegate implementation of the policy to the Deputy Headteacher, lead for quality of education.

Ensure that these subjects are set in the 'context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school;

Work in conjunction with SLT (Senior Leadership Team) to ensure all school personnel, students and families are aware of and comply with this policy; provide leadership and vision in respect of equality;

Ensure risk assessments are in place and cover all aspects of this policy; accurate and suitable; reviewed annually; easily available for all school personnel

Create an ethos that is based on the United Nations Convention on the Rights of the Child where students understand the importance of equality and respect the rights of others.

Work closely with the School Council and to hear their views and opinions.

Quality of Education Lead - DHT

Endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;

Use whole school assemblies well to promote the school ethos;

Encourage students to form and to express their views;

Make effective use of relevant research and information to improve this policy;

Organise effective training for the teaching staff so that they can handle any difficult issues

with sensitivity

Consider requests for withdrawal and arrange alternative provision for those withdrawn

The Role of Pathway and Responsive Plan Leaders

- Comply with all aspects of this policy.

- Produce differentiated curriculum planning.
- Have high expectations of their students and set appropriate challenge within lessons.
- Assess teaching and the use of assessments to identify students who need extra support or specific Thrive interventions.
- Be trained to deal with sensitive issues.
- Be aware of all other linked policies.
- Work in partnership families and carers keeping them up to date with their child's progress and behaviour at school.

Review of this policy and updates

This policy will be reviewed annually in line with the guidance from the DfE. It will also be amended if any changes are made to the DfE guidance on the teaching of RHSE.

PSHE & RSE Curriculum coverage

Foundations for Wellbeing – Every pupil has personalised regulation strategies and tools to enable them to feel happy, safe and regulated throughout the school day.
Rowan Tree Primary school uses the Zones of Regulation approach to teach pupils to recognise their emotions and identify personalised strategies to remain calm and ready to learn. This approach is tailored to reflect the pupil's developmental level, for example initially pupils will learn to recognise basic emotions such as happy and sad, and staff will identify strategies which enable pupils to remain calm.
As pupils' understanding of their emotions develops, they will have the opportunity to complete regular Zones check in on their emotions board to express how they are feeling and enable any dysregulation to be addressed. Pupils will have a personalised Zones of Regulation tool kit, which may be presented as a 'sensory break' card, to enable them to request a strategy to remain in the 'green zone, and ready to learn. Sensory break requests are always honoured by staff: the length of the break will reflect the individual pupil's need and level of dysregulation and staff will use strategies such as timers and count downs to enable pupil's to successfully transition back to their class.
Pupils have positive behaviour support plans to support them to navigate the school day as positively and as regulated as possible. PBSPs are working documents shared with families to ensure strategies are consistent between school and home.
Rowan Tree Primary school has an expert team of professionals which form pastoral support for both pupils and families. The focus and drive of this team is always pupils' wellbeing and safety.
Importance of handwashing, Dental health & being safe from abuse.
All pupils are provided with their very own personal hygiene bag containing a hairbrush, nail brush, toothbrush and toothpaste, each day after lunch pupils have dedicated PHSE time to complete their personal hygiene routine of hand washing, teeth brushing and hair brushing, this is supported by a familiar structure, signs and symbols, social stories and songs. School subscribes to the dental survey and therefore all pupils have an annual dental check in school. During this prescribed PHSE time pupils also access the Let's talk pants song and social story to help them to be safe from abuse.
All bathrooms accessible to pupils feature hand washing schedules to promote and teach independent handwashing, these schedules are also sent home. Pupils also have access to outdoor handwashing

facilities to allow them to wash their hands following regular visits from the farm animals, sheep walking and horse riding.

Continence

Rowan Tree Primary recognises the importance of developing toilet skills for all our pupils as an essential part of their personal development and well-being; enabling our pupils to be independent in self-care is an important part of safeguarding.

The school has a continence policy and runs training courses for staff and parents on developing toileting skills. All toilets have visual resources to teach toileting skills. For pupils requiring further support a toileting plan will be developed with parent/carers to ensure a consistent approach is achieved between home and school, and personalised resources such as Social Stories are created.

Change, loss & grief

Change, loss and grief are addressed through elements of our Mi curriculum, through various topics and stories, however when a pupil experiences change, loss or grief we support both them and their family with a personalised approach, using zones of regulation, social stories, and pastoral input.

Making healthy food choices

Pupils are supported and facilitated to make healthy food choices daily through our bespoke 'Food Facts' strategy which is aimed at encouraging pupils to try new, healthy foods and widen their dietary repertoire.

Throughout each curriculum pathway there are lots of opportunities for pupils to learn about healthy eating via different topics such as healthy heroes, back to nature, healthy cooking.

Pupils are also exposed to healthy foods and making healthy choices during their forest school offer.

Belonging and Community

Rowan Tree Primary school has built lots of links with its community, pupils access an array of offsite visits at least once a week, enjoying personal development activities such as swimming, climbing, visiting the library, church and mosque, watching concerts, sporting competitions, working with the local care home, hosting termly neighbour cake and coffee events and lots of other exciting community opportunities.

Our branching out pathway features a strand called 'me in the community' which further develops year 5 & 6 pupil's understanding of their local area and how they are a part of it.

Rowan Tree Primary invites pupils from local mainstream schools into our school twice a week to offer our pupils opportunities to make friends with other children from their community.

Rowan Tree Primary hosts half termly inclusive sporting events again to allow our pupils to work with and make friends with other children from across the Wigan borough.

Sleep

Rowan Tree Primary has its very own sleep specialist who is an expert in working with families to support them to implement a healthy sleep routine at home. This support is transformational for both our pupils learning and wellbeing. Our sleep specialist also offers training to both families and staff to highlight to importance of sleep for our children.

As a school we encourage lots of daily exercise for pupils and healthy choices to ensure we are supporting a healthy sleep routine during the school day.

School offers training to families on safer internet usage and strategies to reduce children's time on ipads, again to prepare children for better sleep.

Learning & playing together

Our curriculum is built on play led learning and positive social interactions. Each pupil has personalised play and interaction targets which are worked on throughout the school day.

Pupils have access to Thrive clubs on Fridays, this is an offer of approximately 15 clubs such as tig club, cooking club, walking club, climbing club, art club, Yoga club, Lego club, messy play club, music and

dance club etc. At these clubs' pupils mix with other children from across school to encourage collaborative learning and play.

At unstructured times such as outdoor play, staff are trained to model appropriate play and social interactions, supported with appropriate and relevant resources, schedules and the total communication approach.

Friendship and Bullying

Pupils are taught from Reception and through school about healthy friendships and bullying, this is done through stories, songs, social stories, drama & role play and by modelling. All pupils have a target linked to friendships on their personalised responsive learning plan, teaching them how to share, turn take, accept others into their play, understand and respect others' views.

Our Religious education offer highlights the importance of healthy friendships and being kind and respectful to others.

Weekly celebration assemblies promote celebrating others success and being happy and proud of our friends. Adults model how to respond appropriately and how to treat others with goodwill and appreciation.

Keeping safe online

Pupils are closely monitored when using technology in school and any inappropriate use of technology is immediately identified through the school's monitoring and filtering system Senso, the headteacher and business manager are alerted and inappropriate use is investigated and address straight away. Families are offered regular workshops to support them to teach their child to use devices and technology safely in the home, learning how to lock down ipads and mobile devices and limiting excessive screen time.

Keeping Safe in the Sun

Pupils are provided with a social story to help them to understand the importance of using sun cream, this social story is used before application for those pupils in Reception & KS1. Pupils in KS2 cover sun safety through strands of their curriculum offer; Wonderful Weather & Enjoying Summer.

All pupils are provided with a school bucket hat during sunny weather and time in direct sunlight is limited and carefully managed.

Embracing change and new challenges.

Pupils are challenged to access 3 different types of residential holidays whilst at Rowan Tree, they are supported through meticulous planning, social stories and regular meetings with families.

Each year pupils are challenged to accept a new classroom, peers and staff, supported by a personalised transition plan.

Pupils are supported through a well-planned transition offer both into and out of school, we work extremely closely with families and previous and receiving educational settings to ensure pupils are happy to start at Rowan Tree and extend to life beyond Rowan Tree.

We support families with social stories, resources, strategies and training to go on holiday with their child, through our 'Going on Holiday' workshops with TUI.

Families & pupils are supported with resources and strategies to navigate big life events, such as moving house, weddings, relationship changes etc.

Pupils are encouraged and supported to try new things with our extensive Thrive club offer.

Our Yr5 & Yr6 Branching Out curriculum is based on challenges to be prepared for life beyond Rowan Tree.

Specific Year 5 and Year 6 small group intervention offer

PSHE / RSHE Area	Intervention Offer
Road & Rail Safety – Autumn 1 Keeping safe as a pedestrian Using the train safely Riding a bike safely	Covered in elements of 'Me in the Community' Branching Out. Pupils access a small group intervention this is delivered supported by the total communication offer and social stories.
Being Safe from abuse- Autumn 2 What does a healthy relationship look like? How can I keep myself safe? What do I do if I don't feel safe? Who can I talk to?	Pupils access small group targeted intervention to focus on keeping themselves safe, identifying unhealthy relationships, and learning what to do if they feel unsafe. This intervention is supported by the total communication offer and social stories.
Being safe online – Spring 1 Practising safe browsing Identifying inappropriate content Being careful of who you meet online & what you tell them.	Pupils access a small group intervention teaching them about how to stay safe online, this is delivered supported by the total communication offer and social stories.
Financial Wellbeing & Careers – Spring 2 How do you earn money? Setting a budget Saving money What am I good at? What would I like to be when I am older? What skills do I need?	As part of the 'Me in the Community' and 'Life Skills' elements of the Branching Out curriculum pupils learn how to manage a small budget and identify value for money. Pupil access regular enterprise opportunities to learn about effective investment and turn around. Pupils trial different kinds of jobs such a car washing, serving in a café, cooking to experience the world of work. Delivered through brick club intervention – following instructions, respecting authority, working as part of a team, understanding consequences Pupils access regular enterprise opportunities to experience the world of work
Keeping safe at home – Summer 1 What are the dangers in my home? How can I keep myself safe	Pupils access a small group intervention which highlights various dangers within the home and what can be done to avoid getting hurt, this is delivered supported by the total communication offer and social stories.
Drug Education – Summer 2 What are drugs? What is helpful and what is harmful?	Pupils access a small group intervention; this is delivered supported by the total communication offer and social stories.

PSHE / RSHE Area	Roots Curriculum coverage R&KS1	Growth Curriculum coverage LKS2	Branching Out Curriculum coverage UKS2
Foundations for Wellbeing	✓✓	✓✓	✓✓
Importance of Handwashing	✓	✓	✓✓
Dental Hygiene	✓✓	✓✓	✓✓
Continence	✓✓	✓✓	✓✓
Being Safe from abuse	✓	✓	✓✓
Making healthy food choices	✓✓	✓	✓
Sleep	✓	✓	✓
Learning and playing together	✓	✓	✓
Keeping Safe in the Sun	✓✓	✓✓	✓
Belonging and Community	✓✓	✓✓	✓✓
Friendship and Bullying	✓	✓	✓
Embracing change and new challenges	✓✓	✓✓	✓✓
Change, Loss and Grief	✓	✓	✓
Keeping Safe Online	✓	✓	✓✓
Road & rail safety	✓		✓
Careers		✓	✓
Financial wellbeing			✓
Keeping safe at home	✓	✓	✓✓
Drug education			✓

How are the PSHE & RSHE areas covered

			
Daily Offer	Targeted Intervention	Support for Families	Via Curriculum