

# Woodlands Primary School



## STATEMENT OF INTENT, IMPLEMENTATION & IMPACT for RE, SMSC, PSHEE & BRITISH VALUES POLICIES

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>	February 2025	
Updated by Amanda Garton	January 2025	
<b>Review by Curriculum Committee:</b>	January 2027	2 years

### Statement of Intent for Religious Education

In line with the current Wiltshire Agreed Syllabus for Religious Education, Religious Education will be delivered in school to meet the agreed syllabus aims by:

- Including knowledge and reference to religious and non-religious beliefs and worldviews, practices and ways of life.
- Develop knowledge and understanding of all members that make up our rich and diverse community.
- As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of non-specific faith and faith communities, and other organisations.
- Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Have the opportunity to learn that there are those who do not hold specific religious beliefs and have their own philosophical perspectives, world views and enabled perspectives.

The syllabus has been created in a cyclical format to enable children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. The term in which units are taught in their year group, also allow for cross-curricular links or involvement with parents or other members of the community.

Wiltshire SACRE promote RE and Collective Worship in the county, develop the good teaching of Religious Education in schools and support community cohesion. At Woodlands Primary, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

### Implementation

RE is taught in a weekly topic block each half term, to link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency. Learning is recorded in topic books, floor books and photographs, and can be evidenced with a variety of outcomes suggested on the scheme of work; written piece, artwork, photos, big shared learning books. Woodlands uses suggested learning from the Salisbury Diocese, for our scheme of work, but teachers are encouraged to reach beyond it for their inspiration for good teaching and learning, using further opportunities for art, poetry, music etc. We have a bespoke scheme that meets some of the more diverse nature of Woodlands Primary School.

Religious education taught in our school (in-line with the Wiltshire Agreed Syllabus Religious Education):

- Is open and objective, it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavors to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and world cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth, and why this could impact on faith.

Woodlands Primary School SMSC  
Subject Leader: Amanda Garton

\*RE is not the same as collective worship, which has its own place in the educational life of the school – together with RE it can contribute to an informed, reflective, compassionate and caring school and community.

- Promotes community cohesion through linking with partner schools through involvement with the Faith & Belief Forum.
- Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

Wiltshire SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

### Impact

At Woodlands Primary, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of work taught and learnt during each year group's RE focus will help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.

**WOODLANDS PRIMARY SCHOOL**  
**Religious Education (RE) Policy**

**1 Aims and objectives**

**1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Woodlands School, we develop the children's knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.**

**1.2 Our objectives in the teaching of RE are, for all of our children:**

- **to develop an awareness of spiritual and moral issues arising in their lives;**
- **to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;**
- **to develop an understanding of what it means to be committed to a religious tradition;**
- **to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;**
- **to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;**
- **to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;**
- **to have respect for other people's views, and hence to celebrate diversity in society.**

**2 The legal position of religious education**

**2.1 Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. *The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.* The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LA's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions whilst instilling British values by:**

- **enabling students to distinguish right from wrong and to respect the civil and criminal law of Great Britain**
- **encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely**
- **enabling students to acquire a broad general knowledge of and respect for public institutions and services in Great Britain**
- **further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures**

- encourage respect for other people
- encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Great Britain.

### **3 Teaching and learning style**

**3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.**

**3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.**

**3.3 Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.**

**3.4 We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:**

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room, and setting different tasks for each ability group; although the 'ability' of children and their learning may be different within RE than it is for numeracy or literacy.
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

### **4 RE curriculum planning**

**4.1 RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the LA's Agreed Syllabus. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.**

**4.2 We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We try to teach RE topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right.**

**4.3 Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have single entry year**

groups we have a yearly plan for each year group. By so doing, we ensure that children have complete coverage of the Agreed Syllabus, but do not have to repeat topics. We now have a bespoke scheme to support our planning and teaching that can and will be continually adapted.

**4.4** The class teacher uses the units of work for each lesson and the specific learning objectives and expected outcomes. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader. Most often the plans are taken directly from The LA syllabus/ Right Choice which provides detailed planning, some more bespoke adaptations have been made for the more diverse nature of Woodlands Primary.

## **5 The Foundation Stage**

**5.1** We teach RE to all children in the school, including those in the reception class.

**5.2** In reception classes, RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the RE aspects of the children's learning to the objectives set out in the Early Learning Goals – Understanding of The World, which underpin the curriculum planning for children aged three to five.

## **6 Contribution of RE to the teaching in other curriculum areas**

### **6.1 English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use within Literacy have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters, information pages, considered arguments and recorded information, in order to develop their writing ability.

### **6.2 Personal, social and health education (PSHE) and British Values**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **6.3 Spiritual, moral, social and cultural development**

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## **7 RE and ICT**

**7.1** ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet etc. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols or celebrations of festivals. Younger children can take photographs of the class acting out a Bible story. They can then make a class storybook of it, by adding in speech bubbles and a narrative text. Or, using desktop software, they can create a special book in which each pupil has his or her own page; they also make a cover and binding for the book, and draw up a set of rules for its use. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

## **8 RE and Inclusion**

**8.1** At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

**8.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**8.2** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.

**8.3** We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Church or Cathedral, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **9 Assessment for learning**

**9.1** Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key knowledge is taught to enable and promote the development of children's philosophical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions/marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of LOs for each unit of lessons with child and teacher review of the agreed success criteria.
- Progression and achievement is tracked against learning objectives and is recorded on the assessment tracking system.

## **10 Resources**

**10.1** We have resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store, where there is a box of equipment for each major religion that feature in our curriculum coverage. There is a set of Bibles, and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books and the wider use of internet and film clips is used by teachers to enhance their teaching.

## 11 Role of the Subject Leader

### 11.1 The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To plan and regularly update the RE Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor pupil work/books in RE and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by the SLT (Senior Leadership Team). This includes carrying out a book scrutiny for each year group at least every second term.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of RE teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the RE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the RE curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the RE curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of assessment procedures and opportunities.
- To work closely with the Lead Governor for RE (providing appropriate support and challenge) and ensure that they meet with the subject leader at least three times every academic year (once every old term).

11.2 The quality of teaching and learning in RE is monitored and evaluated by the Headteacher as part of the school's agreed cycle of lesson observations.

11.3 This policy will be reviewed at least every two years.

Date of policy: January 2023

Date of review: January 2025

Agreed by the governing body

Date \_\_\_\_\_

Signed \_\_\_\_\_ (Chair of Governors)



# British Values

## Promoting British values

Woodlands School is committed to serving its community. It recognises the multi-cultural, multi faith and ever- changing nature of the United Kingdom and our place within the wider world. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Woodlands School is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We use strategies within the National curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Woodlands School seeks to embed British values. We teach British values with stand-alone lessons, lessons linked through PSHE, RE and assemblies.

### Democracy

The principle of democracy is consistently being reinforced at Woodlands School, with democracy processes being used for important decisions within the school community, for instance, elections being held for Class and therefore School Council members, class representatives and award winners. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in PSHE and assemblies.

### The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Woodlands School. Students are taught the rules and expectations of the school which are highlighted by the Behaviour Code of Conduct and expectations. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

### Individual liberty

At Woodlands School, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at Woodlands School educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and PSHE work and assemblies.

Woodlands has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

### **Mutual Respect**

Respect is a strong part of Woodlands School and is part of its Mission Statement & Values. Students learn that their behaviours has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment with Woodlands' ethos being 'allow one voice – so that the thoughts and answers of all are respected'.

### **Tolerance of those of different faiths and beliefs**

This is achieved though equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a structured Religious Education curriculum, ensuring that children are encouraged to learn through all major faiths, religions and practices. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Studies curriculum is compulsory for all students up to the end of KS4.

Through our SMSC education we help students to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage students to accept responsibility for their behaviour, show initiative and contribute positively to society; enable students to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures.

### **Protected Characteristics: DFE advice**

#### **What do protected characteristics cover?**

Britain is a diverse and multicultural country that is rich in tradition and culture. Regardless of the type of school pupils attend, it is imperative that they gain a real understanding and appreciation of others, their cultures, traditions, and ways of life. Ofsted wants to assess how effectively schools can provide young people with an understanding of our diverse society, and the ability to co-exist with a range of people.

According to Ofsted, many schools have called for more clarity and guidance on covering the protected characteristics as outlined by the [2010 Equality Act](#). These protected characteristics include:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Ofsted notes that schools want additional guidance in teaching sexual orientation and gender reassignment characteristics. The updated guidance from Her Majesty's Inspectors aims to discover exactly how state schools are providing pupils opportunities to learn about the ever-diverse world we live in. This coincides with section 149 of the Equality Act: Public Sector Equality Duty. This duty aims to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Woodlands School strives endlessly to ensure that its students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to our Society.

(The Equality Act is awaiting up dating regarding gender reassignment characteristics)

Date of Policy: January 2025

Date of Review: January 2027

Agreed by the governing body:  
Date:

Signed:  
Chair of Govs.

Gov. with subject responsibility

# Woodlands Primary School

## PSHEE and Citizenship Policy

This policy has been written to ensure we are meeting the requirements of the National Curriculum which includes a non-statutory framework for Personal, Social and Health Education (PSHE) and Citizenship at KS1 and 2, and also takes into account further guidance issued to encompass British Values and incorporates Coram Life Education materials and Every Child Matters guidance.

Curriculum 2013 states broad aims for the school curriculum,

“Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.”

### The National Curriculum Handbook for Primary teachers in England:

This policy links closely with school policies on:

- Drugs Education
- Sex and Relationships Education
- Science
- Collective Worship
- Behaviour
- Anti-Bullying
- Equal Opportunities
- Confidentiality Policy

### What is PSHE?

PSHE encompasses all areas designed to promote children’s personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, S.M.S.C., and encompasses our work within Citizenship, British Values, Coram Life Education. and National Healthy Schools Plus Status. We teach PSHE through our individual THRIVE action plans as well as specified targeted learning for example RSE and First Aid

### What is Citizenship education? (covered in greater depth in Key Stages 3 and 4)

There are 3 interrelated strands in the framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

According to OFSTED, 'Fundamental British Values' comprises of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and those without faith

### What is THRIVE?

At Woodlands Primary School, we believe passionately in promoting positive mental health and emotional wellbeing to ensure that our school is an inclusive community where everyone feels able to thrive.

We want our children to feel safe, supported and ready to learn.

Our caring ethos, [vision and values](#) underpin everything that we do.

The Thrive Approach is woven through school as an everyday approach at Woodlands.

***“Thrive”’s mission is “to help children and young people become more emotionally resilient and better placed to engage with life and learning. We do this through our whole-school approach to wellbeing – proven to improve attendance, behaviour and attainment.”***

Another benefit is that the “Thrive” approach strengthens links with parents and carers, ensuring a joined-up approach to supporting children’s emotional and social needs.

**At Woodlands**, “Thrive” is delivered by our width of school community members , Emotional Literacy Support Assistant (ELSA), and is headed and managed by Ms Garton (our PSHEE and SMSC Leader) who insures that teachers and all school adults are aware/ thread “Thrive” through their classroom ethos, environment and focussed teaching. “Thrive” equips our staff to understand, identify and tackle the root causes of behaviour, so more time is spent productively on learning. Thrive is also delivered through all learning with each class having a whole class action plan. This is taught discretely and directly depending on the action, expected reaction and the learning focus.

We don’t currently have a THRIVE practioner, Mrs Payne is our ELSA practioner and uses ELSA to support identified individuals and groups. Thrive/ELSA sessions are 1:1 or small group play and arts based activities designed to:

- help the child feel better about themselves
- become more resilient and resourceful
- form trusting and rewarding relationships
- be compassionate and empathetic
- be able to overcome difficulties and setbacks

All of our children are assessed, and those children who are in greatest need according to the class teachers’ assessments are prioritised for this specialist support programme, initially starting with 1:1 and small group interventions. Please do contact the school if you would like any more information about “Thrive”, ideally through Ms Garton or your child’s class teacher.

### What is Coram Life Education?

Children’s experience of Coram Life Education’s sessions is fun, engaging and memorable. Children meet Harold the

## Woodlands Primary School SMSC

Giraffe puppet ('Healthy Harold'), and friends, have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect children's health and education outcomes. Coram Life Education's interventions include challenging social norms – misperceptions of peers' engagement with risky behaviour – to engender more positive behaviours. We use **SCARF** to support our **THRIVE** action plans

Coram Life Education will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

Our ethos and PSHE curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

### Aims of PSHE and all it encompasses at Woodlands Primary School

Our school mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible, including Mental Health and Basic First Aid
- keep themselves and others safe, including Mental Health and basic First Aid
- have worthwhile and fulfilling relationships, including RSE advice and advice regarding online communications.
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others including 11 by 11
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

### Curriculum content – SCARF- used to support THRIVE

'SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – **giving you everything you need to meet the new Relationships Education and Health Education statutory requirements**. More than just a PSHE scheme of work, **SCARF supports great learning every day.**'

This programme for PSHE and Citizenship encompasses materials for each year group with planning adapted to meet the needs of the children in those year groups. Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks. In the Foundation Stage, the same themes are taught and revisited regularly, as well as following the stepping stones for the Early Learning Goals. There will be assemblies each half-term to celebrate around a theme and to celebrate achievement.

### Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities. THRIVE action plans also give suggested activities and actions.

## Woodlands Primary School SMSC

Subject Leader: Amanda Garton

There are termly PHSE/British Values expectations, with THRIVE action plans being made 3x per year, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Headteacher's Awards Assembly. The whole school ethos promotes our work in PSHE, Citizenship and British Values, as set out in our Mission Statement and home-school agreement. At Woodlands, it is taught throughout the whole curriculum and in every aspect of school life.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the action plan/needs of the class. The PSHE etc. curriculum will be linked to our work towards National Healthy Schools status.

The elected school council are actively involved in promoting PSHE etc., as are School Captains.

### Cross Curricular links

Links are made with PSHE etc. in other curriculum areas as appropriate e.g. R.E., P.E., science, geography and in topic planning. Also in whole school events such as Book Week, Science Day etc.

### Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement.

Children will be rewarded in line with school policy e.g. Golden Time for good behaviour, stickers, certificates in Headteacher's Award Assembly and in celebration assemblies. **See the school Behaviour Policy for more detail.**

General comments about PSHE etc. will be included in annual reports to parents, and children will write their own comments about how they have done.

### Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE team on a termly basis to be kept in the PSHE etc. portfolio. The portfolio will also include input by pupils. Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles. Alison Small is our governor responsible for PSHE and citizenship, and Mr Kitley (Headteacher) has responsibility for pupil welfare. The PSHE team work closely to ensure that our aims are being met. The school has an action plan as part of the work towards our Healthy Schools status and will carry out self-review of those targets. PSHE etc. provision will have clearly defined learning outcomes, shown on the planning sheets, and these are shared with children as part of assessment for learning.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The PSHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

### Equal Opportunities

Provision for PSHE etc. is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE etc. curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity is maintained. Please see Protected Characteristics.

### Parental and Community Involvement

Parents are invited to join in events in school, including class and special assemblies and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter.

Working with parents is a vital part of the whole school approach to PSHE etc. Aspects of it are included in

Woodlands Primary School SMSC  
Subject Leader: Amanda Garton

our home – school agreement. We have a PSA- Julie P. who works to support parents generally.

There will also be links with local businesses and councilors, as part of the work in Citizenship. We also work closely with the local churches, and strong links with Rev. Steve and Open The Book. We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors, Wiltshire Fire Safety etc. as much as possible to deliver aspects of the curriculum (see visitor policy).

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE etc. curriculum for our children.

PSHE etc. Team

PHSE Co-ordinator: Ms. Garton

SRE Co-ordinator: Ms Garton

Healthy Schools Co-ordinator: Ms. Garton

Drug Education: Mr Kitley

Safeguarding / Health & Safety: Mr Kitley

Agreed by

M.D.Kitley  
Headteacher

Date: January 2025

Review date: January 2027

Agreed by

K Mills  
Chair of Governors



# Relationships Education and Health Education

## Relationships Education

By the end of primary school:

### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- 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
- that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know



# Relationships Education and Health Education

## Relationships Education

By the end of primary school:

### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- 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
- that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know