



Personal, Social, Health and Economic (PSHE) Policy including Sex and Relationships Education

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Signed by Head Teacher:

Signed by Chair of Governors:

Date:

What is PSHEe?

PSHEe stands for Personal, Social, Health and Economic education. It is a school subject through which pupils can develop the knowledge, skills and attributes they need to manage their lives, now and in the future. The skills pupils learn in PSHE lessons help them to be safe, healthy, confident and responsible participants in modern Britain.

Why do we teach it?

While it is acknowledged that a child's development and growth takes place within the context of their families and communities, schools also have a responsibility to promote children's personal development, behaviour and well-being. The Education Act 2002, states that schools must provide a 'balanced and broadly-based curriculum' which addresses

'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'.

PSHE education contributes significantly to this outcome. The DfE recognises that growing up in a complex world presents children with many positive and exciting opportunities but also with challenges and risks and that schools have a duty to ensure that children are equipped to make positive life choices. It is a statutory requirement for Primary Schools to teach Relationships Education. In all schools Health Education is now a compulsory part of the PSHE curriculum as specified in the DfE's New Curriculum document (July 2019).

Studley Green Primary School recognises that parents and carers are the prime educators for children regarding these matters but that it is a school's responsibility to complement and reinforce this role. Relationships Education is therefore taught with respect for the backgrounds and beliefs of pupils and parents whilst ensuring pupils are provided with a curriculum in line with our statutory commitments.

Our beliefs

The PSHE curriculum is informed by our School Vision and underpinned by our School Values. It is our intent that PSHE education in our school will become the foundation for a life-long learning process which will enable pupils to develop positive attitudes towards themselves and others. Through the acquisition of knowledge, skills and positive characteristics taught in PSHE it is our desire that every pupil thrive as individuals and as members of their communities. We will prepare them to play an active and informed role as responsible citizens, to respect others and develop positive, healthy relationships. It is our intention that they are prepared to deal with the physical and emotional changes which occur in adolescence and recognise when they need help and to be able to ask for support if necessary. By the time they leave our school we would like them to be confident and aspirational for their futures.

The Aim of teaching PSHEe is to enable pupils to:

- Develop a healthy, safe and independent lifestyle.
- Develop positive, healthy relationships.
- Develop age appropriate knowledge relating to RSE.
- To recognise risk in a variety of situations including on-line risks, to understand ways to minimise risk in order to be safe.
- Respect the differences in people.

- Develop the ability to take and share responsibility.
- Prepare to play an active and informed role as responsible citizens.
- Develop increasing self-confidence and a sense of their own and others' worth.
- Name and recognise their feelings and use these to guide their thoughts and actions.
- Consider social and moral dilemmas encountered in everyday life.
- Make informed and positive choices for their future life.
- To understand how economics works in our society.
- To gain insights into managing money and personal finance.
- To be confident and aspirational about their future.
- Be prepared to deal with the physical and emotional changes which occur in adolescence.
- Recognise when they need help and be able to ask for support.

How do we teach PSHE?

The scheme of work for teaching PSHEe is developed using the Programme of Study provided by the PSHE Association and resources and materials provided by The Corum Life SCARF Education Organisation. The curriculum is designed as a spiral curriculum which means that each year classes will cover the themes of:

Valuing difference

Me and my relationships

Keeping Safe

Growing and changing

Health and well-being

Rights and responsibilities

How these themes are addressed in each year will differ according to age appropriate need.

Our PSHE curriculum has been designed to cover all areas of the Statutory PSHE Curriculum and to meet the needs of the children at Studley Green Primary School. We value the views and opinions of parents and are happy to discuss the content of our curriculum with parents. We are also inclusive of pupils' views and through questionnaires and through their participation in School Council and PSHE lessons we are able to incorporate into the curriculum, issues and subjects which are important to them.

PSHEe is taught through designated time with links made to other curriculum subjects, such as science, history and art. It will also be complimented by the upholding of our school values in daily school life, school assemblies and whole school events. Relationship and Sex education will be provided through science and PSHEe lessons.

With reference to our Safeguarding Policy we will create a safe and supportive learning environment where pupils are able to indicate when they feel vulnerable or at risk. A set of ground rules for PSHE lessons will be established for each class and pupils will be frequently reminded to abide by these.

PSHE is planned and taught by class teachers. A variety of approaches such as didactic teaching methods, circle time, drama and role play, paired and small group work, use of stories and non-fiction books, whole class discussion, social skills games and activities, and computer time. Lessons plans and delivery are designed to ensure that every child in the school can fully participate and access the PSHEe curriculum.

Outside agency and community links will be developed and used wherever appropriate to enhance children's understanding of the subject.

Assessment is an integral part of the teaching and learning in all subjects, including PSHE education. The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects, however it is possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes. Pupils need to be provided with the opportunity to reflect on their learning and teachers need to be clear about the progress individual pupils are making in their understanding of the themes they are learning about in PSHEe.

We will promote diversity and inclusion. The diverse make-up of our school community in terms of gender, race, cultural background, ability, SEN, socio-economic background and religious background is to be considered in the planning and delivery of the PSHEe curriculum. PSHEe is to be taught to all pupils in school in a way that is appropriate and accessible. Provision is made for children with special educational needs through differentiation and flexible delivery of the PSHEe curriculum.

How is Relationship and Sex education taught?

The DfE Relationships Education, Relationships and sex Education(RSE) and Health Education Guidance document 2019 provides a statutory requirement for Primary schools to teach Relationships Education. Accordingly, all primary schools in England are required to teach age-appropriate 'relationships education' as part of the PSHEe curriculum. In the course of their time at primary school children will be aware that they are growing up and bodily changes are occurring. Although it is to be hoped that many questions will be dealt with at home, the school must provide a framework whereby pupils are helped to understand their development, both physical and emotional, and their questions answered sensitively and honestly. RSE is taught by class teachers at Studley Green Primary School As part of the PSHE curriculum. Relationships and sex education is to be taught alongside essential skills and attributes, such as: self-esteem, managing risk, resisting peer pressure, media literacy, and equality and prejudice.

Sex and relationship education comprises of three elements:

1. attitudes and values
2. personal and social skills
3. knowledge and understanding

It is our intent that pupils will develop confidence in talking, listening and thinking about feelings and relationships. They will be prepared for puberty, able to name parts of the body and describe how their bodies work. They will learn how to protect themselves and ask for help and support when they need it.

Studley Green Primary School will allow for the opinions and views of parents so that we can develop an integrated approach that is sensitive to the needs of the local community. Account will be taken of parents' right to withdraw their children from all, or part, of the sex education provided at school, except for those parts included in the statutory relationship education and the statutory National Curriculum taught through science. We would encourage a discussion between the school and parents who wish to exercise their right to withdraw their child from this part of the curriculum in order to establish the reasons for their concerns. Discussions will include the importance of appropriate parenting.

Parents of pupils in KS2 will be consulted about the detailed content of what will be taught with regard to changes in the body, when these changes are likely to happen and how a baby is conceived and born.

Any teaching material used will be available for parents to view.

Discussion that takes place in RSE education should take account of the maturity of the pupils involved and may be better at a small group or single sex level rather than in a whole class context.

Pupils should be aware that teachers cannot offer unconditional confidentiality; that if there is a safeguarding concern this would override confidentiality.

Sensitivity should be shown when dealing with questions of a personal or intimate nature. It may be appropriate to refer the question and the teacher's or TA's response to the child's parents.

There will be adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

In cases of suspected child abuse, reference must be made to the school's guidelines on Safeguarding and Child Protection.

Conclusion

PSHE, including sex and relationship education, is part of a life-long learning process which enables the development of positive attitudes towards self and others. Due to the sensitive nature of many issues involved in the units of work, a whole school policy, which is clearly adhered to, will go some way to ensuring that all pupils gain, at an appropriate pace and within a moral framework, skills, knowledge and understanding they will need to guide them to make informed choices and decision as adults.

Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.' The impact of pupil behaviour and wellbeing on educational outcomes (Department for Education, 2012)

The policy should be read in conjunction with those on:

Equal opportunities

Behaviour

Anti-bullying

Drug/medicine issues

Child Protection

Health and Safety

On-line safety

Healthy School, Eating and Food policy