

Perryfields



Primary

Perryfields Primary School

Personal, Social, Health and Economic/Education Policy

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PSHE Policy

This policy is a working document, which provides guidance and information on all aspects of PSHE in the school for staff, parents/carers and governors.

Rationale and Ethos:

At **Perryfields Primary School**, Relationship and Sex Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE), it aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own actions, learning, health and wellbeing. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future.

The biological aspects of PSHE are taught within the Science curriculum, where there is no parental right to withdraw, and other aspects are supported through assemblies.

We believe Relationship and Sex Education (RSE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sex and sexuality. Relationship and Sex education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Pupils learn that we are all individuals and celebrate their own uniqueness.

RSE at **Perryfields Primary School** lays the foundations for factual knowledge and the more sexually explicit information required by young people in Year 6, Summer Term 2. The curriculum includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

Perryfields Primary School does not encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people. RSE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils to reflect upon their own beliefs, values and ideas in an age appropriate way and to develop an understanding of other's ideas, beliefs and values.

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Aims

The outcomes, intentions and values underpinning Relationship and Sex Education are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils' develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way, which does not instil fear in children).
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.

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- To be prepared for puberty and adulthood including learning and understanding of physical development, sexuality, reproduction, sexual health and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of Relationship and Sex education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Roles and Responsibilities

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (School Council).

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Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We also appoint a Childrens Theatre Company – Loudmouth to deliver age specific, sensitive topics.

PSHE and citizenship curriculum planning

At Perryfields Primary School we teach PSHE and citizenship in a variety of ways

- Discreet curriculum time for topics such as sex or drugs education
- Teaching PSHE and citizenship through and in other curriculum/subject areas
- Through PSHE and citizenship activities and school events e.g. residential experiences, special days/weeks/visitors in school which provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

A combination of these will be included in the whole school approach.

Foundation Stage

We teach PSHE and citizenship in reception classes as 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 PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

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Teaching PSHE and citizenship to children with special educational needs

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Intervention through EHCPs for children with special educational needs. The provision may include, as appropriate, specific targets relating to PSHE and citizenship.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom e.g. class visits, residential, we carry out a risk assessment prior to the activity to ensure the activity is safe and appropriate for all pupils.

Assessment, Recording and Reporting

In PSHE and citizenship there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
3. A record of children's progress will form part of the annual report to parents.

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work measured against the specific learning objectives set out in the National Curriculum.

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Resources

- ❖ PSHE Guidance referred to by subject lead - ensures current practise and ideas.
- ❖ Jigsaw Scheme – Consists of Teacher resources, planning, Jigsaw characters for each Year group. Complete progressive scheme of work from Reception to Year 6.
- ❖ Happy Me, Healthy Me Curriculum – To support Mental Wellbeing, developed by Sandwell Council. Spiral Curriculum with Teacher books for reference.
- ❖ Further resources sourced via the internet.
- ❖ Within school there are a selection of reference materials for teaching sensitive issues, distributed to most appropriate year groups.

Monitoring and review

The PSHE and citizenship subject lead is responsible for monitoring the standards of children's work and the quality of teaching. The subject lead supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject lead is responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject lead to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Each class has a presentation book for evidence of work from each cohort and moves with the class through the years to show progression.