

 <p>Offley Endowed Primary School & Nursery</p>	<h2>Offley Endowed Primary School and Nursery</h2>	<p>Review Date: December 2022</p> <p>Next Review: December 2024</p>
<p>Policy Title:</p>	<h3>Personal, Social, Health and Economic Education and RSE Policy</h3>	<p>Users: Staff, Governors Parents</p>

Introduction

At Offley Endowed Primary School we recognise that all aspects of school life have an impact on pupils' personal, social and emotional development. We attach great importance to the place of Personal, Social, Health and Economic Education in the school curriculum, underpinned by our Christian ethos, and aim to sustain a whole school ethos that promotes our core values. We also recognise PSHE's unique contribution towards safeguarding pupils.

Intent

The teaching of PSHE falls under the school's general curriculum intent.

We aim to equip pupils with the self-awareness, self-esteem and confidence to:

- take some responsibility for managing their own health and well-being
- keep themselves and others safe and manage, rather than avoid, risk
- develop effective relationships
- use critical analysis to assess situations
- be successful learners
- reduce or remove barriers to progress, enabling them to reach their full potential
- develop an awareness of their identity, recognise their achievements and make the most of their abilities
- develop a positive approach to diversity and difference
- manage spiritual, moral, social and cultural issues that arise in their lives and in society
- develop an awareness of their rights and responsibilities
- understand and appreciate fundamental British values (*see below*)
- develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals and as parents and to play an active role as a members of society
- develop the key concepts, language, skills and strategies that enable them to make positive choices now and in their future, including strategies to help maintain good physical and mental health
- understand age-appropriate principles of financial education and enterprise
- develop key concepts and skills that are essential to employability in a rapidly changing global economy.

Implementation

At Offley School, PSHE closely follows government guidelines, including (a) addressing local issues that arise, both short term and long term, and (b) membership of the PSHE Association. We provide a spiral programme of recurring themes taught each year, gradually expanding key concepts, increasing knowledge, deepening understanding and rehearsing key skills. We recognise the importance of staff professional development that enables them to feel confident to deliver the curriculum. PSHE lessons feature as a timetabled part of the weekly curriculum in years 1-6.

The programme of study consists of 3 overlapping core themes: **relationships and emotional literacy, living in the wider world (economic wellbeing and being a responsible citizen)**, and **health and wellbeing, including drug awareness and safety**. Aspects of RSE (see Appendix 1) are taught as part of all three themes.

In planning and delivering the curriculum, teachers provide a safe and supportive learning environment where children and young people develop the confidence to ask questions, challenge information offered, contribute their own

Approved and Adopted by The Governing Body



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experience, views and opinions and put what they have learned into practice where appropriate. A variety of teaching and learning styles are used, involving an emphasis on active and interactive learning and collaboration between pupils. Lessons help pupils to distinguish between fact and opinion and to develop skills to critically evaluate (for example awareness of media influences).

As a school, we also provide opportunities for personal and social development through opportunities for reflection, including mindfulness activities, a range of musical and sporting opportunities, active participation in the community served by the school and a range of wider opportunities.

PSHE is further developed in the following ways, alongside PSHE aspects of everyday teaching:

- Class charters
- Weekly congratulations/ faith in action certificates in our Friday achievement assembly
- Awarding Dojo points to individuals and groups
- Activities such as the Easter Egg hunt taking place within our 4 vertically grouped houses
- Enrichment days/weeks, addressing specific areas of PSHE such as anti-bullying and Just Talk week
- Environmental education, including projects for children to look after and improve the school environment and to grow plants in the school allotment.
- Eco Club
- The School Council, with representatives from year groups 1-6, meets regularly to discuss and take decisions on aspects of school life, including the school environment, behaviour, sports and arts provision, and charity fundraising
- Visits from outside agencies to work with pupils on issues such as health, road safety, the law and how a magistrates' court is run, recycling and water awareness.
- Activities enhancing a sense of responsibility, such as emptying the recycling boxes, setting up for assemblies, visiting local residential care homes and helping to run school fairs and raise money for various charities

We aim to promote **Fundamental British Values** by enabling pupils to develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding of the Rule of Law and that living under the rule of law protects individual citizens
- an understanding that other people having different faiths or beliefs to oneself (or having none) should be accepted, and should not be the cause of discriminatory behaviour
- an understanding of the importance of identifying and challenging discrimination

Entitlement and Equal Opportunities

We promote the needs and interests of all pupils irrespective of ethnicity, gender or ability. We take into account the ability, age, readiness and cultural backgrounds of the students so that all can access the full PSHE provision. We expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all and is planned and delivered in accordance with our **Equality Scheme, School Vision, Christian Values and Teaching and Learning Policy.**



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Impact

To assess pupils' progress in PSHE, we:

- gather evidence of what individual pupils know, understand and can do by observing them, listening to them and discussing with them and evaluating work they produce and assess pupils in Years 1-6 annually using the 3 core themes;
- report annually to parents on pupils' progress and the next steps needed to further develop their knowledge, skills and understanding. Pupils in EYFS are assessed on the prime area of learning personal, social and emotional development.

To monitor, evaluate and develop the subject the PSHE subject leader:

- attends CPD/ conferences in order to integrate developments in PSHE teaching, providing CPD for staff where appropriate
- regularly reviews and updates the policy and the programme of study, liaising with class teachers
- develops assessment and record keeping to ensure progression and consistency
- works co-operatively with the SENDCo to ensure inclusion of all pupils
- reviews resource provision
- discusses regularly with the Headteacher and link governor the progress with implementing this policy in school

Partnership with Parents and the Local Community

We aim for PSHE to complement the spiritual, moral, social and cultural development of children provided in the home and the local community. Parents are encouraged to become involved in the life of the school, helping in class, with extra-curricular activities and in fundraising. We value the contributions of the community and outside agencies to the personal, social, health and economic development and citizenship of its children through active involvement in the life of the school. Parents are consulted regarding the school's Relationship and Sex Education Policy (appendix below).

Health and Safety

This policy should be read alongside our **Health and Safety, Anti Bullying, and Behaviour policies.**

PSHE Policy

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Reviewed and revised December 2022

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PSHE Policy Appendix 1

Relationships and Sex Education (RSE)

Introduction

“From the beginning of primary school... pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy... Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing...The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.”

Statutory Guidance: Relationships Education (Primary), DfE, July 2019

Intent

We believe that the purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. We consider RSE to be a safeguarding curriculum: children can be vulnerable on- and offline to grooming, bullying, peer pressure and coercion, drugs, body image issues, eating disorders, self harm, suicide ideation and relationship abuse. We seek to provide pupils with lifelong strategies to support them with difficult issues that arise and to help them manage their mental health.

The aim of our RSE curriculum is to equip children with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their health and wellbeing. We promote safe, equal and caring relationships and discuss real life issues appropriate to the age and maturity of the pupils. This aim is underpinned by our distinctive Christian character and values, especially compassion, trust, forgiveness, friendship and respect.

Implementation

RSE is delivered by class teachers throughout the school working in accordance with Entitlement and Equal Opportunities and our Equality Scheme, as outlined in the PSHE Policy above. Teachers have the guidance, support and resources they need to teach RSE effectively.

The methodology used to deliver our RSE curriculum is based on reliable sources, including information about the law, and enables pupils to distinguish between fact and fiction. We seek pupils' views on RSE so that teaching can be made relevant to their real lives and assessed and adapted as their lives change. We deliver lessons in which pupils feel safe and encourage participation by using teaching approaches that develop critical thinking and collaborative skills.

All PSHE is delivered using a 'spiral curriculum' structured around core themes which are revisited. In the Early Years Foundation Stage, Personal, Social and Emotional Development (PSED) supports children in learning to relate positively to others and make friends, to understand and talk about feelings, to think about 'right' and 'wrong', to develop independence and to feel good about themselves. In key stage 1 and 2, the RSE curriculum teaches pupils about families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. We define sex education as teaching about the basics of sexual intercourse in a diagrammatical way and teaching about birth. It is taught in upper key stage 2, in the context of learning opportunities on stable relationships. It links with the statutory Science curriculum, which teaches about adolescence and human reproduction, including conception, as part of the human life cycle.

The Right to be Excused from Sex Education

Parents/carers have a legal right to withdraw their child from all or any part of sex education (see definition above), but not from the biological aspects included in national curriculum Science or from Relationships Education. The sex education lessons, including the resources used, will be shared with parents at our regular consultation meeting before



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lessons take place. The Headteacher will discuss any request for their child to be excused with the parent/carer and make a record of it. Parents' decisions will be accepted, although the discussion will refer to the possible effects of withdrawal from sex education, such as pupils accessing unreliable information elsewhere.

Engagement with Parents

We work in partnership with parents and carers, informing them about what the children will be learning and how they can help them at home. Parents are consulted on the RSE Policy, with opportunities provided for them to put forward their views.

Impact

The impact of the RSE curriculum is as outlined above in the PSHE Policy. The assessment, monitoring and evaluation of the subject are as outlined in the PSHE Policy.

This Appendix was produced in consultation with teachers, governors and parents. It was approved by governors. It will be reviewed every 2 years.

PSHE Policy Appendix 2

Laws relevant to the teaching of PSHE, including RSE:

- Human rights law
- Equality law
- Hate crime
- Drugs, alcohol, tobacco laws
- Marriage and civil partnership
- Cars/ speed limits/ safety belts/ not using a mobile device when driving
- Film and gaming laws
- Malicious communications
- Underage sexualised images
- Consent laws
- Children, employment and the law