

East Ayton



Primary
School

Traditional Values, Modern Vision

Personal, Social, Health and Economic Education (PSHE) Policy (incorporating Relationship, Sex and Health Education)

Reviewed: September 2022

Next review due: September 2023

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from the summer term of 2021. Until then, PSHE education remains a non-statutory subject on the school curriculum in maintained schools and academies, though The Department for Education (DfE) consider PSHE education 'an important and necessary part of all pupils' education.

1. Aims

- To create a happy, stimulating and safe learning environment for both children and adults;
- To develop a love of learning and the opportunity for each individual to achieve their full potential and to develop and explore their own interests in a secure and challenging environment;
- To enable children to become confident, resourceful, enquiring and independent learners, able to apply their skills;
- To create an atmosphere of mutual respect, understanding and consideration for the ideas, attitudes, values and feelings of others;
- To develop children's self-esteem, resilience, personal development and wellbeing;
- To enable children to value and be valued as part of their community

2. Intent

- For pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work
- to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).
- reinforce and embed school aims and values

3. School values

RESPONSIBILITY

- taking care of ourselves, others and our environment

EMPATHY

- we understand what others are feeling and we show care for others

RESPECT

- we show respect for each other, regardless of similarities and differences

CO – OPERATION

- working together with kindness and patience

SELF – BELIEF

- having confidence in ourselves and what we can achieve

POSITIVITY

- keeping a positive attitude and persevering, particularly when finding things difficult

INCLUSIVITY

- we celebrate each child's uniqueness and individuality

High quality PSHE lessons and activities supports, promotes and develops the aims and values outlined above.

4. Implementation

- Assemblies – theme-based assemblies which highlight and reinforce school aims and values as outlined above
- Positive behaviour reinforcement – highlighting and rewarding positive behaviour and attitudes
- Whole school focus weeks – anti-bullying, internet safety, community
- Circle time – provision of additional time to explore and discuss issues specific to the class

- Weekly lessons taught by class teachers based on the PSHE Association Programme of Study for Key Stages 1 & 2. The Programme of Study focus' on 3 key areas – Health and Wellbeing, Relationships, Living in the wider world. Twinkl Life resources will be used as the method of delivery

5. Impact

Pupils at East Ayton Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

Relationship, Sex and Health Education

This policy complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Pupils and Social Work Act 2017.

From the Summer Term 2021 Relationships Education and Health Education will be compulsory for all primary pupils. As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of our PSHE and citizenship curriculum. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

The aim of RSHE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy.

1. Aims and objectives

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships & Sex Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop relevant skills (in language, decision making, assertiveness) and make the most

of their abilities

- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

2. Implementation

RSHE is an identifiable part of our personal, social, health and economic (PSHE) curriculum, which has planned, timetabled lessons across all Key Stages. Programmes of Study developed by the PSHE Association have been used as the basis for the development of Year group schemes of work and lessonplans by Twinkl Life, which are used across school. 2 of the 3 key areas of learning in the Programmes of Study are Relationships and Health & Wellbeing, content is further divided into 6 strands – Very Important People (VIPs), Safety First, Respecting Rights, Growing Up, Think Positive, One World. The scheme produces progression maps for each year group ensuring coverage. Each lesson plan has Assessment Statements so assessment of learning and understanding can be carried out.

3. Impact

Pupils at East Ayton Primary School are supported in their personal development through the purposeful, sensitive and effective teaching of essential skills and understanding which enable them to develop qualities and strategies that will equip them in readiness for a happy and rewarding transition into adulthood.

4. Managing difficult questions

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional SEND needs, in an objective manner, free from personal bias. Consideration will be given to the potential for small group or 1:1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs.

Discussion is set within the legal framework and pupils should be made aware of the law as it relates to these issues. Pupils are made aware that some information cannot be held as

confidential, and understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support.