



## Houghton Conquest Lower School

### **Personal, Social, Health, Economic, Relationship and Sex Education Policy**

#### **Introduction**

This policy covers our approach to Personal, Social, Health and Economic education (PSHE) and Citizenship education. It aims to set out the purpose of PSHE and Citizenship education and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

This policy takes into consideration the following legal requirements, national strategies and government guidance:

- Education Act
- Academies Act
- Department for Education Guidance for Personal, Social, Health and Economic (PSHE) Education 2020
- Department for Education Guidance for the teaching of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

We believe PSHE and Citizenship education is integral to many aspects of school life and this policy should be crossreferenced to the following related policies:

- Equality and Diversity
- Safeguarding and Child Protection
- Confidentiality Information
- Behaviour
- Attendance
- Anti-Bullying

#### **Rationale**

PSHE and Citizenship education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that, '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.' In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since September 2020.

We believe PSHE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it will be built into many aspects of the wider curriculum. Our school believes PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

## **Definition of Relationships and Sex Education (RSE)**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

## **Intent**

PSHE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

## **Implementation**

At Houghton Conquest, PSHE is taught as an explicit lesson, once a week, as well as being embedded and reinforced throughout the school curriculum. Weekly PSHE sessions are delivered through whole class, group discussions and reflections. During these sessions children are encouraged to listen, wait patiently and respect others' opinions. As the session comes to an end, pupils have time to reflect on what they have heard and learnt and consider how this will impact on their own lives. Along with the weekly sessions, children are given opportunities to develop their personal, social, health, economic and relationship skills through themed days, values discussions, collaborative play, assemblies, educational visits and links in the community.

Our approach to PSHE is flexible, in response to the needs of our children; this includes children of all needs and abilities. Teachers will plan and teach the lessons, using appropriate differentiation, so that all children; including those with special educational needs and disabilities can access the PSHE curriculum. Planning of PSHE is fully in line with the learning outcomes and core themes outlined in the 2020 PSHE Association Programme of Study as well as the Relationship and Sex Education document; which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The EYFS work to the standards in the PSED area of their curriculum, details of which can be found in the curriculum policy.

## **The three core themes for PSHE at Houghton Conquest Lower School are:**

**Health and Wellbeing:** This topic provides children with the knowledge and understanding to make informed choices about their physical and mental health. Children will be able to discuss the differences between physical and mental health and will be taught strategies to remain in good health and wellbeing.

**Relationships:** Through our PSHE teaching, children will develop the skills to establish and maintain respectful, safe and caring relationships; this includes both face to face and online relationships. The children will learn about different family structures and how families provide them with love, care and stability. This topic will be taught in a sensitive manner, taking into account the needs and circumstances of all pupils.

**Living in the Wider World:** We believe that children should be prepared for the future, and through this topic we teach the children how to flourish in today's society. They will learn about rules and consequences, communities, economics, growing responsibilities and media resilience.

## **Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE is encouraged through the "Personal, Social and Emotional Development" curriculum.

PSHE is about making connections and is strongly linked to learning through play, as Albert Einstein stated "Play is the highest form of investigation". PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, looking after ones needs and managing relationships and feelings. Positive experiences are built through daily opportunities to share and enjoy a range of activities. The children are given the opportunity to engage in social activities, in small groups, as a class or during whole school activities such as assembly or Christmas performances.

## **Impact**

### **Essential Skills and Attributes developed through the programme of study:**

#### **Personal Effectiveness:**

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

#### **Interpersonal and Social Effectiveness:**

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including

- challenging 'group think')
- Skills for employability, including
  - \* Active listening and communication (including assertiveness skills)
  - \* Team working
  - \* Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - \* Leadership skills
  - \* Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds.

#### Managing Risk and Decision Making:

- Identification, assessment (including prediction) and management of positive and negative risk to self and other
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

#### Assessment in PSHE & RSE:

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn. Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

During PSHE sessions teachers assess pupil understanding and willingness to participate, also those who make relevant contributions. Pupils' progress is monitored against the learning outcomes, and relevant notes and observations are made throughout the year, in addition to the pupils' contributions in discussions. Teachers assess ability using the PSHE Association programmes of study and the Relationship and Sex Education document termly. Reporting to parents in Key Stage One and Two occurs during Parent Consultation Evenings.

In EYFS, personal, social and emotional development is a prime area within the Early Years Framework. This framework enables children to develop a positive sense of themselves and others, and to learn how to form positive and respectful relationships. This is taught through a balance of guided, planned teaching and enabling children to learn within a flourishing environment. Children's understanding and value of the differences of individuals and groups

within their own immediate community, and their emerging moral and cultural awareness will be assessed against the Early Years Framework descriptors.

### **Withdrawal**

Whilst parents can choose to withdraw their pupils from Sex Education, the Relationship and Health elements of our PSHE curriculum are statutory. We encourage all parents to reflect on the developmental opportunities offered within the Sex Education learning. The children in Year 4 will focus on learning about the physical and emotional changes that happen when approaching and during puberty, parents will be informed when this teaching will take place during the summer term. Parents wishing to exercise the right for removal from Sex Education should inform the Headteacher in writing. The Headteacher will discuss their request with them.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Safeguarding Officer who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every theme. Ideally, teachers and children will devise their own Learning Charter at the beginning of the year so that they have ownership of it.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation

of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers

### **Monitoring and Evaluation**

All members of staff share responsibility for the implementation of this policy. This is a working document and it is under constant review. Monitoring of the policy will be carried out by the Headteacher.