

Spring Meadow Infant and Nursery School and Infant Assessment Unit

**Personal, Social, Health
Education (PSHE) Policy
Including Relationship and
Sex Education**

Statement of intent

Every child has equality of opportunity to develop socially, emotionally and physically regardless of their gender, culture or socio – economic background. At Spring Meadow children are always:

Welcoming, respectful and considerate of others and feel valued by adults and children alike.

Striving to do their best.

Kind, brave and curious.

Below presents the basic intent from the major new policy documentation from the DFE which comes into force in September 2020.

2020 Relationships Education and (Relationships and Sex Education and) Health Education

Relationships education – fundamental building blocks and characteristics of positive relationships with particular reference to friendships family relationships and relationships with other children adults.

Health Education – teaching the characteristics of good physical health and mental well-being, teachers should know that mental well-being is a normal part of daily life in the same way as physical health.

Relationship and Sex Education - as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects and the spread of viruses).

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of the Spring Meadow's PSHE Policy.
- 1.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PSHE Policy annually.
- 1.4. The Head Teacher has Spring Meadow's Complaints Policy.
- 1.5. The Head Teacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

1.6. The PSHE leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

1.7. As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that PSHE policies reflect the needs and sensibilities of the wider school community.

2. Aims of the PSHE curriculum

2.1. Pupils will learn to:

- Understand different feelings and how to manage them.
- Know how to cope with changes positively.
- Understand how to manage conflicts.
- Develop responsibility and independence.
- Respect other people, learning to respect the different cultural / ethnic / religious / gendered viewpoints of others in our school community and the wider world.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand how to follow rules and support others to make the right choices
- Understand personal hygiene
- Understand how to manage risks
- Be confident to try new activities
- Know they belong to different groups

3. Teaching methods and learning style

3.1. A range of teaching and learning styles will be used to teach PSHE.

3.2. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.

3.3. We will use visiting speakers, such as the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

3.4. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

3.5. Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

4. Timetabling

- 4.1. We may use direct teaching via timetabled lessons but most teaching will be delivered as part of our challenge curriculum where planning secures the required relevance to discuss specific elements of the PSHE curriculum.
- 4.2. PSHE may also be taught in discrete curriculum time.
- 4.3. We will ensure cross-curricular learning through teaching PSHE within the other areas of the curriculum

5. Reporting and confidentiality

- 5.1. Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable talking to the class teacher or another member of staff about this.
- 5.2. Pupils will be encouraged to have an open dialogue regarding any such issues with the PSHE teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

6. Tailoring PSHE

- 6.1. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.
- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

7. Programmes of study

- 7.1. The EYFS will follow the Development Matters document. This will cover the Personal, Social and Emotional Development area of learning which is made up of: Making Relationships, Self Confidence and Self-Awareness, and Managing Feelings and Behaviour.
 - Key Stage 1 will cover a selection of aspects from the SEAL programme; New Beginnings, Changes, Getting on and Falling Out, Relationships, Good to Be Me, Keeping Safe. Cambridgeshire's Peer Mediation and Conflict Resolution

programme will also be taught and some Year 2 children will be trained to become Peer Mediators.

8. Assessment

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

9. PSHE leader

1.1 The PSHE leader will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Provide appropriate support and training for staff.
- Monitor the PSHE programme including the use of outside agencies.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.