



Romiley Primary School Personal Social Health Economic (PSHE) Education Policy

Updated by P Cropper 2019

Aims

- To develop a safe and healthy lifestyle
- To understand how to identify and understand risk
- Learn how to stay safe and how to make safe informed decisions
- To understand and be able to form good relationships with others in school and the wider community
- To develop self-confidence, self-responsibility and self-esteem
- Learn to respect the differences between people
- Be prepared for adult life and be equipped to take a full and active place in society

We will achieve these aims through:

- A school ethos that values all individuals and promotes respect
- Providing a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future
- Circle time activities
- Teaching drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle
- Developing cross curricular links
- Working with outside agencies and guest speakers
- Whole school events and themed activities
- School council meetings
- House Team Days where children work in mixed age classes
- Themed events

Planning

Our PSHE Scheme of Work ensures that current non-statutory guidelines for PSHE, as outlined in the National Curriculum, are met. The PSHE Scheme of Work is designed so that within each of the three school terms children receive lessons that cover relationships, living in the wider world and health education. The curriculum is split in this way to ensure major themes are covered in a progressive way and that objectives taught and materials used are age appropriate.

It will be mandatory for all schools to deliver Health Education and Relationships Education by 2020. To ensure effective provision for our children, the new compulsory elements of PSHE will be integrated within our current PSHE education programme. We are currently reviewing and updating our curriculum to ensure we meet the new statutory requirements.

In Key Stage One and Two PSHE is covered by:

- Discreet PSHE lessons planned and delivered by the class teacher
- A whole school approach to Circle Time

- Set time allocation to PSHE throughout the week through assemblies, direct teaching or cross curricular curriculum subjects
- Through the implementation of the school council and ambassadors
- Special events such as whole school themed days where children work in mixed age phases/different contexts
- Guest speakers and special visitors

In Nursery and Reception children follow the Early Years Foundation Stage (EYFS) curriculum. Personal, social and emotional development (PSED) is one of the three prime areas within the EYFS. Each prime area is divided into early learning goals. For PSED these are: self-confidence and self-awareness; managing feelings and behaviour; making relationships. PSED is implemented by planned, purposeful play and through a mix of adult-led and child-initiated activities.

Where appropriate the children in Nursery and Receptions will follow the PSHE Scheme of Work and will also be included in whole school PSHE events such as special assemblies and themed days.

Teaching and Learning

At Romiley Primary School we work hard to ensure our children are happy, confident and resilient learners. We aim to foster the development of the whole child preparing them to take a full and active place in society. We offer all children a secure and stimulating environment, with learning opportunities that challenge and excite them, and where respect is shown to one another within the school and the local community. Each child will be encouraged to develop intellectually, physically, socially, emotionally and spiritually through the experiences the school offers and the care which permeates our school. Teachers do this by ensuring:

- A safe and secure learning environment is established
- The purpose of each lesson is made clear
- The content is appropriate and relevant to the children
- Activities are carefully planned to meet the needs of the children
- Learning experiences draw on the children's prior knowledge and experiences
- Children are encouraged to reflect, consolidate and apply their learning

Assessment

Assessment is carried out throughout the key stages in a variety of ways including:

- Observation
- Marking of written work
- Looking at the progression between each year group
- Subject Leaders collecting samples of work and subject monitoring
- Feedback to parents regarding their child's progress in their annual written report



Romiley Primary School Relationships and Sex Education (RSE) Policy

Updated by P Cropper 2019

Aims

- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how bodies work
- Be prepared for puberty before its onset
- To learn how to keep themselves safe and ask for help and support
- To understand the pressures and outside influences that may influence their behaviour and develop skills in dealing with these
- To understand the diversity of relationships that exist in society
- To promote equality and respect

Planning

Aspects of RSE are taught as an integral part of the school's Personal Social Health Economic (PSHE) provision - please refer to 'Romiley Primary School PSHE Policy'.

Teaching and Learning

Legal requirements of RSE and parent's right to withdraw

The teaching of PSHE and RSE are currently non-statutory and parents retain the right to withdraw their children from these elements of study. However, the National Curriculum programme of study for Science at Key Stages 1 and 2 are statutory requirements and therefore compulsory.

It will be mandatory for all schools to deliver Health Education and Relationships Education by 2020.

Dealing with sensitive issues

Wherever possible (taking into account family background, culture, religious belief and children's differing experiences) teachers should answer all questions relating to RSE in an open and factual way.

Teachers should use their professional judgement and discretion when answering questions raised by the children.

To safeguard all those concerned, teachers should not enter into discussions about their personal issues and lifestyle choices and no one (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

Resources

The resources used to support teaching and learning will be appropriate to the age of the children. The resources will also reflect the diverse nature of the school population. In order to support and

enhance the teaching and learning of both PHSE and RSE the resources will be regularly updated and audited.

Confidentiality

Should any disclosures occur during the teaching of RSE, teachers should deal with the incident in line with the school Safeguarding Children policy.

Assessment

Assessment is carried out throughout the key stages in a variety of ways including:

- Observation
- Marking of written work
- Looking at the progression between each year group
- Subject Leader monitoring
- Feedback to parents regarding their child's progress in their annual written report

Curriculum Updates

On 19 July 2018 the government confirmed that it will be compulsory for all schools to teach health and relationships aspects of PSHE from 2020.

The statutory guidance is available in 2019, but will not be compulsory until September 2020.