

Policy for Personal, Social and Health Education

Person Responsible for Policy: Russell Kaye
Date of Policy: May 2021
Reviewed Date: March 2024

Links to other policy: Teaching & Learning; Relationship and Sex Education (RSE - appendix); Drug Education (Appendix); Anti-Extremism; Safeguarding; Anti-bullying; Child Protection

This policy has been made available to parents and carers via the school website.

Statement of Principles

As a school community, East Oxford aims to provide a rich and caring educational provision which meets the needs of the whole child. It is a fundamental part of the education which we provide to help children develop towards a maturity which will enable them to live happy and fulfilled lives. PSHE sits within a balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- promotes the well-being of pupils at the school

The society in which we live is an increasingly complex one. As our children grow, they develop a wider variety of relationships with people of different ages and genders, abilities and disabilities, people with moral viewpoints and ethnic identities which differ from their own. Each individual's journey through life will provide them with a different set of issues to face and decisions to make. We cannot begin to imagine what

these issues might be, but we can aim to equip the children with skills which will enable them to improve the quality of their own lives and the development of society as a whole. This is not to say that we can simply impose our values on the future; rather that we aim to provide children with the skills to become confident decision makers, who apply responsible judgement and an awareness of the needs of others to their everyday lives.

Aims of Provision

Specifically, at East Oxford, we aim to develop a PSHE curriculum which allows children to develop into individuals who are:

1. Confident, recognising their own worth and that of others; knowing the basic human rights which they have; able to approach and discuss things which concern them with adults at home or in school.

2. Responsible for their actions and aware of the effects which these actions might have on themselves and others; aware of the potential influence of peer pressure and the media on personal decisions and able to develop strategies to resist this when appropriate; able to discuss moral and ethical choices from an informed perspective, and to have the confidence to maintain their own viewpoints.

3. Healthy, being able to describe healthy and unhealthy lifestyles, including healthy eating; knowing the risks involved in smoking, alcohol and drug misuse and the effects caused to individuals and to society as a whole; being aware of the safe use of medicines; and developing the self-esteem and respect for their bodies which will enable them to make healthy choices.

4. Good friends, demonstrating a range of social skills, including initiating and sustaining friendships; working collaboratively with others towards a shared outcome; respecting the rights, wishes and needs of friends and family.

5. Safe, respecting themselves and knowing of potential dangers in the home, school, street and other settings; knowing ways to respond to potentially dangerous situations; aware of the basic principles of First Aid.

6. Good Citizens, able to play an effective part in society, with knowledge of the democratic and legal systems in place to maintain its fabric; global citizens who are aware of wider issues, including people whose lives are blighted by political, social or environmental problems.

7. Respectful of the shared humanity of all, including those who are disabled, those with ethnic and religious identities different from their own; and able to challenge stereotypes.

8. Aware of their own development, understanding the changes which will take place as they become older; and able to discuss and respond to any fears or problems which this may cause.

Equal Opportunities and Inclusion

Equality of opportunity and inclusion lie at the very heart of the mission of East Oxford Primary School. We aim to create a safe and supportive learning environment. All children need to recognise their own worth and that of others, and the potential which they have for contributing to our school community and society as a whole.

We recognise that our children will wish to make contributions in PSHE discussions which represent the diverse backgrounds which they come from. Children should be able to express their own views and expect them to be respected by others. Indeed, PSHE is an ideal medium through which we are able to challenge and discuss the stereotypes which children will encounter in our society.

All children must feel that the PSHE curriculum is relevant to their own lives. Work should be appropriately differentiated to allow those with special needs and more able children to reflect at their own level on the

issues raised. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. Resources and displays for PSHE, as across the curriculum, should reflect positive images and cultural diversity as much as possible.

Planning

In Key Stage 1 & 2 the PSHE Association Programme of Study is followed with the Foundation Stage Unit (FSU) using The Family Links programme. PSHE is a cross-curricular subject, which is delivered right across the school timetable. Issues and feelings are explored during whole school assemblies; discussion about right and wrong may arise from reading a class story, a humanities lesson or from how we respond to issues which may have arisen in the playground. PSHE education is linked to broader school policies and the curriculum in relevant subjects. For example a commitment to equality runs through the life of the school rather than it being a 'topic' which can be covered in PSHE alone.

What values will we promote?

Our PSHE programme of study promotes the core values of: **respect, democracy, kindness, tolerance, aspiration** and **community**. Each term of the school year is linked to one of the school's values. The school holds a values assembly weekly where the value of the term is introduced and developed. Follow up work continues back in the class room through circle time and other reflective teaching methods. The school's values are intrinsic to the whole school curriculum and underpin the reward system used throughout the school.

Teaching

PSHE is about values and attitudes more than it is about knowledge and learning. PSHE lessons and circle time should be forums for discussion, in which children can express their own opinions and listen to those of others with sensitivity and understanding. Pupils learn best when they feel secure and confident and able to express their own views.

Teachers are encouraged to use constructive, planned circle time as a means of developing discussion around PSHE topics. Circle times may also be planned as an opportunity to discuss issues which have arisen during the course of the week, or as a means of building trust and co-operation through games and other activities.

We also deliver some of the PSHE curriculum through assemblies. Some aspects of the PSHE curriculum will also be delivered through "one-off" events, co-ordinated by the Senior Management Team, e.g. visits from community leaders, drama groups, health weeks etc.

What topics will be covered?

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- Core theme 1. Relationships
- Core theme 2. Living in the Wider World
- Core theme 3. Health and Wellbeing
-

Relationships

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships

- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respect equality and diversity in relationships

Living in the Wider World

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality and how to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the parts that money plays in people's lives
- a basic understanding of enterprise

Health and Wellbeing

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

Relationship and Sex Education (RSE) is covered in a separate appendix to this policy; there is a separate policy in place for Drug Education.

Assessment

PSHE leaning opportunities will have clear objectives and learning outcomes. Through a range of activities and teaching strategies teachers will gauge what has been learnt and what needs to be learnt.

The role of governors

Governors will review the effectiveness of this policy on a bi-annual basis through community committee and through the direct monitoring of any parts of the School Improvement Plan which relate to PSHE&C.

The role of parents

At EOPS PSHE education is a collaboration between school and home. The school will provide support to parents and carers – by for example, offering material for parents or carers to explore with their children. The school will offer parents' and carers' evenings or workshops for interested parents and carers to find out more about PSHE education or topics such as Relationship and Sex Education (RSE).

Promoting British Values

In line with government guidance (DfE 2014), the school will actively promote 'British values'. Over time, these will include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions which East Oxford Primary takes include:

- develop, within suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values
- enable students to distinguish between right and wrong and to respect the civil and criminal law in England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England

Monitoring and Evaluation of the Policy

The teaching and learning of PSHE is reviewed on an ongoing basis throughout the year. Some of the items which feed into the review process include:-

- Monitoring of planning
- Discussion with staff & SMT
- Interviews with children
- Work sampling
- LA and government initiatives which aim to develop PSHE

The policy will be reviewed by the Community Committee bi-annually.

Appendix A – Relationship and Sex Education (RSE) policy

Introduction

Our school's policy on relationship and sex education (RSE) is based on the requirements of the Education Act 2002 and the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).

The purpose of this policy is to set out the ways in which the school's provision for RSE will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

Aims and objectives

We teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
- that there are different types of families, all of which have equal value;
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- recognising the role of human rights in preventing violence against girls and women;
- sexual abuse, and what they should do if they are worried about any sexual matters.

Context

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career.

Organisation and Content

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main RSE in our PSHE curriculum, we also deliver some RSE through the statutory science curriculum and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In PSHE, we use the PSHE Association's Programme of Study for PSHE (2021) to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including genitalia, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

The role of parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- share the policy through the school's website
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the RSE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

We acknowledge that parents have the right to withdraw their children from sex education, other than as part of the science curriculum, though the teaching of relationship education and health education is mandatory in primary schools. Parents are encouraged to establish exactly what is covered in the RSE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education, other than as part of the science curriculum, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in consultation with health care professionals and other relevant agencies, as set out in our Safeguarding/Child Protection policy.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.

The headteacher/PSHE Lead liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The headteacher/PSHE Lead monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The governing body is responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents about the RSE programme.

This policy will be reviewed every two years, or earlier if necessary.