

Perton Primary Academy					
Approved by:	PPA LAC	Issue date:	May 2021	Review date:	May 2023
Written by:	Naomi Ives	Policy Title: PSHE/Relationships Policy			
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. (PSHE Association 2020)

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Policy Statement

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, human sexuality and sexual health. Some aspects are taught in science and others in PSHE. High quality RSE helps create safe school communities in which pupils can grow, learn and develop. This is especially important as children grow up and mature.

RSE and PSHE and Citizenship help to give pupils, in line with our school values, the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens; mutual respect and trust are central to relationships. We encourage pupils to take part in a wide and varied range of experiences and activities across and beyond the curriculum, contributing fully to their life in school, the community and as responsible citizens.

Our Curriculum

For the subject of PSHE and Relationships, the focus for Perton Primary Academy is on the teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what

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friendship is, what family means and who the people are who can support them. From the beginning, in EYFS, here at Perton Primary Academy, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Our PSHE and Relationships curriculum is taught in an age-appropriate way - initially through games, stories and circle times in EYFS and as children progress into KS1 and KS2, we follow the PSHE association programme of study as well as embedding PSHE within the Cornerstones Topic Based Curriculum.

The majority of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020

As a First school, here at Perton Primary Academy, our statutory requirement is to teach Relationships Education. Sex Education is taught through the Science Curriculum at an age-appropriate level.

The updated edition of the PSHE Association Programme of Study for PSHE education supports our school to provide a comprehensive programme that integrates, but is not limited to, this statutory content.

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This Programme of Study sets out learning opportunities for key stage 1 and 2 based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Aims

PSHE and Relationships Education at Perton Primary Academy aims to do the following:

- To help and support all our children through their physical, social, emotional and moral development.
- To help and support all our children to understand, name and manage their feelings.
- To encouraged all our children to respect everyone: from differing families; from all faiths; from all races, cultures and sexualities. (Awareness days such as Hello Yellow (Mental Health), Downs Syndrome Day, Diabetes Awareness)
- To encourage all our children to consider healthy and informed choices and therefore make appropriate decisions about their lives.
- To promote and celebrate British Values and follow our school values
- To help children understand that while there are differing views about 'right' and 'wrong', all people living in England are subject to its law.
- To enable children to be risk aware.

Planning, Teaching and Learning

Key Stage One and Two

The children are encouraged to engage in activities that promote an

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understanding of themselves as growing and changing individuals, and as members of the wider community based on their own first hand experiences. We will have a PSHE theme for walking the mile, where children are asked to discuss a question over the week, with feedback in pairs in the class at the end of the week.

These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with their peers. Cornerstones materials and themes, and school values are incorporated into the curriculum to promote these principles amongst pupils.

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum, as part of the Statutory Framework for the EYFS (updated 2021)

PSHE is about making connections, and is strongly linked to play. PSHE is taught through activities that are part of daily routines or seasonal topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally through whole school activities. We also have a PSHE theme at snack time and on the carpet, where children will talk to each other about a question over the week and share with the class at the end of the week. Children are also encouraged to follow the school values both at school and out of school.

Promoting a healthy lifestyle

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At Perton Primary Academy, we strongly believe in promoting and supporting children in developing a healthy lifestyle. We promote the development of healthy living in several ways:

- Providing healthy, freshly cooked school meals everyday
- Daily opportunities to play and exercise outdoors
- Twice weekly PE sessions - supported by professional coaches where possible throughout the year
- Organising a yearly sports day
- Offering a range of physically active after school clubs, such as netball, cricket and cross country
- Providing fresh fruit daily and free milk for children under five

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional development objectives (as stated in the EYFS framework 2021) to make more formal judgements of children's learning and development in this prime area of learning. Teachers keep a record of children's achievements through regular observations as part of their learning journey.

In Key Stage 1 and 2, teachers make use of ongoing observations to assess children's progress in PSHE, alongside the Cornerstones Assessments within the relevant topics, which often link to PSHE as an underlying theme.

Staff take photos and record their work, including evidence of pupil voice, in a special PSHE Year group book, as well as using their professional judgments when meeting with the PSHE Lead about children's progress and achievement within PSHE.

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Monitoring and evaluation

The Senior Leadership Team, Governors and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

Safeguarding

Teachers and other adults in school will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Safeguarding policy. A copy of this is available from the school's Designated Safeguarding Lead who is the Executive Head Teacher. Where an adult believes a child may be at risk, the designated safeguarding lead must be consulted before any further action is taken.

Working with Governors and Parents

Our school seeks to work in partnership with parents and governors to provide effective RSE. Parents are informed that the school's RSE policy will complement and support their role as parents. Parents also know that currently they have the right to withdraw from certain elements of RSE, namely where Sex Education is taught. This does not apply in this school as any reference to Sex Education is delivered through the Science National Curriculum at an age appropriate level (as mentioned above.)

We are currently planning engagement with parents about the changes to the RSE curriculum. This policy has been written with reference to and in consideration of the school's Disability Equality Scheme and the Equality Act of 2010. In addition, assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds.

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