

# Hade Edge Junior, Infant & Nursery School



Personal, Social, Health and Economic  
Education / Relationships Education  
Policy

September 2020  
Co-ordinator: G Koltuk

## **Rationale**

At Hade Edge School we believe that Personal, Social, Health and Economic Education (PSHE) through the promotion of spiritual, moral, social and cultural education provides a basis for the foundation for the development of young children's values, attitudes and beliefs. Our PSHE curriculum and school values are designed to meet these needs so that they can learn about themselves as developing and changing individuals and are prepared to take their place as confident adults in society and the wider world. Our aim is to work in partnership with parents and the community to support the social and emotional development of each child.

## **Government Guidance**

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. Most of PSHE education becomes statutory for all schools from September 2020 (this has been extended to Summer 2021 due to the COVID-19 pandemic) 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 (though not all they should cover as part of broader PSHE education).

## **PSHE Programme of Study**

At Hade Edge Junior, Infant and Nursery School we follow the PSHE Associations Programme of Study to support us in providing a comprehensive programme that integrates, but not limited to, the statutory content. We also aim to cover economic wellbeing, careers and enterprise education as well as education for personal safety, including assessing and managing risk.

## **Aims in the PSHE curriculum**

Our Programme of Study sets out learning opportunities for Early Years to Key Stage 2, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

## **Progression in coverage of PSHE**

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly

by teachers to plan their programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others. Whilst the framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, teachers from Hade Edge may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes. PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

### **Early Years and Foundation Stage**

Pupils should be encouraged to develop positive relationships with their peers as well as staff members. In addition, pupils should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity. Although all areas of the EYFS profile are relevant, PSHE particularly supports the development of: Personal, social and emotional development; Physical development, Understanding the world.

### **Key Stage 1 and Key Stage 2**

During key stages 1 and 2, PSHE/ RSE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE/RSE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### **Subject Organisation / Delivery**

Teachers at Hade Edge School are able to plan using the PSHE Association Programme builders for PSHE Education. We follow the question- based model. Teachers should be flexible in their approach to meet the ever changing needs of the children within our school. If teachers wish, they can adapt the units to meet the needs of the children within their class, ensuring that the outcomes are the same. Teachers can access the long term and medium over views on staff shared in the PSHE folder or online at:

[https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field\\_resource\\_type\\_tid\[\]=11](https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field_resource_type_tid[]=11)

On the planning there are links to quality assured resources which teachers can use to support their short term planning.

Children in mixed age classes will be exposed to content in their own year group as well as that of the year group within their class. Teachers should ensure that work is appropriately differentiated to meet the needs of all pupils within the class. As the PSHE Association's units of work are based on a spiral curriculum, it lends itself to this style of teaching. **Hade Edge School has taken the decision to teach the Health and Wellbeing: Ourselves, growing and changing element of the curriculum to Year's 5 and 6 separately.**

In appendix 1 a long term overview can be found of topics to be covered.

In addition we also provide children with opportunities to explore the 8 areas of success as identified by the National Curriculum (2014) throughout a range of curriculum areas:

1. Try new things.
2. Work hard.
3. Concentrate.
4. Push oneself.
5. Imagine
6. Understand others.
7. Never give up.

The 8 areas are explored by discussing and learning techniques to improve in the 8 areas of success as well as looking at role models who have achieved success and in KS2 looking at role models who have lost success and then relating this to the 8 areas of success.

### **School Environment, Relationships and Ethos**

Our school environment and ethos supports the development of personal, social and emotional skills through a range of systems and policies which encourage achievement and ensure that children feel successful whilst others are designed to support appropriate behaviour and responsibility.

Children and adults in our community are trusted, valued and shown respect. The staff are role models for the children, building positive relationships with them in a positive school ethos. They model a democratic approach to solving problems, by encouraging discussion and reflection on actions and events.

### **Time allocation**

Teachers will plan for and teach at least 1 hour lesson per week (or the equivalent) throughout the year.

As we have mixed age classes, teachers will plan on a 2 year rolling cycle.

Teachers are encouraged to teach the objectives through other areas of the curriculum (such as Science) where possible.

## **Roles and responsibilities**

### **The Governing Body**

The governing body will approve the RSE policy, and hold the Head Teacher and Coordinator to account for its implementation.

### **The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school.

### **Staff**

#### ***Subject Leader***

The subject leader is responsible for improving the standards of teaching and learning in PSHE / RSE through: Monitoring and evaluating pupil progress, provision, the quality of the learning environment, taking a lead in policy development, auditing and supporting colleagues in their CPR, purchasing and organising resources and keeping up to date with recent PSHCE developments.

Staff are responsible for: Delivering RSE in a sensitive way. Modelling positive attitudes to RSE. Monitoring progress. Responding to the needs of individual pupils.

Classroom teachers will undertake the teaching of relationships and sex education in our school. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Coordinator or Head Teacher.

## **Inclusion**

### ***Ethnic and Cultural Groups***

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents / carers to discuss any concerns with the Head Teacher.

### ***Pupils with Special Needs***

We will ensure that all pupils receive age appropriate PSHE and RSE. We will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### ***Sexual Identity and Orientation***

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

This policy should also be read in conjunction with the PSHE Skills progression document.

Hade Edge School – Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Marvellous Meerkats		Wonderful Wolves		Excellent Eagles	
<p>Primary PSHE Education:</p> <p>Question based Units of Work</p>	<p>What is the same and different about us? Who is special to us? What helps us stay healthy? What can we do with money? Who helps us to keep safe? How can we look after each other and the world?</p>	<p>What makes a good friend? What is bullying? What jobs do people do? What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?</p>	<p>How can we be a good friend? What keeps us safe? What are families like? What makes a community? Why should we eat well and look after our teeth? Why should we keep active and sleep well?</p>	<p>What strengths, skills and interests do we have? How do we treat each other with respect? How can we manage our feelings? How will we grow and change? How can our choices make a difference to others and the environment? How can we manage risk in different places?</p>	<p>What makes up a person's identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life effect health? What jobs would we like?</p>	<p>How can we keep healthy as we grow?  How can media influence people?  What will change as we become more independent?  How do friendships change as we grow?</p>
Relationships	<p>Ourselves and others; similarities and differences; individuality; our bodies. People who care for us, groups we belong to; families.</p>	<p>Friendship; feeling lonely; managing arguments. Behaviour; bullying; words and actions; respect for others.</p>	<p>Friendship; making positive friendships, managing loneliness, dealing with arguments. Families; family life; caring for each other.</p>	<p>Respect for others; courteous behaviour; safety; human rights.</p>	<p>Friendships; relationships and becoming independent; online safety.</p>	<p>Different relationships, changing and growing, adulthood, independence, moving to secondary school.</p>
Health & Wellbeing	<p>Being healthy; hygiene; medicines; people who help us with health. Keeping safe; people who help us</p>	<p>Keeping safe; recognising risk; rules. Being healthy: eating, drinking, playing and sleeping. Feelings; mood; times of change; loss and bereavement; growing up</p>	<p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products. Being healthy: eating well and dental care, keeping active, taking rest.</p>	<p>Self-esteem: Self-worth; personal qualities; goal setting; managing set backs. Feelings and emotions; expression of feelings; behaviour. Growing and changing: puberty. Keeping safe; out and about; recognising and managing risk.</p>	<p>Identity: personal attributes and qualities; similarities and differences; individuality; stereotypes. Basic First Aid, accidents, dealing with emergencies. Drugs, alcohol and tobacco; healthy habits.</p>	<p>Looking after ourselves; growing up; becoming independent; taking more responsibility.</p>
Living in the Wider World	<p>Money; making choices; needs and wants. Ourselves and others; the world around us; caring for others; growing and changing</p>	<p>People and jobs; money; role of the internet</p>	<p>Community; belonging to groups; similarities and differences; respect for others.</p>	<p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.</p>	<p>Money; making decisions; spending and saving Careers; aspirations; role models; the future.</p>	<p>Media literacy and digital resilience; influences and decision making; online safety.</p>

