

This policy applies to all pupils in the school, including in the EYFS.

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Edenhurst Preparatory School

Personal, Social, Health, and Economic Education Policy

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1. Scope of this policy

1.1 Policy Context and Rationale

This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education delivery.

- 1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

- 1.2.1 departmental review and feedback,
 - 1.2.2 departmental training via the PSHE Association,
 - 1.2.3 parent focus group,
 - 1.2.4 student voice,
 - 1.2.5 wellbeing surveys,
 - 1.2.6 ongoing feedback from pastoral teams.
- 1.3 PSHE education provides a significant contribution to the schools' responsibility to:
- 1.3.1 promote children and young people's wellbeing
 - 1.3.2 achieve the whole curriculum aims
 - 1.3.3 promote community cohesion
 - 1.3.4 provide careers education
 - 1.3.5 provide relationships and sex education
- 1.4 The policy is informed and underpinned by the School's values of Nurture, Inspire, Achieve. The PSHE and RSE programme aims to develop:
- 1.4.1 Successful learners who enjoy learning, making progress and achieving
 - 1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives
 - 1.4.3 Responsible citizens who make a positive contribution to society
- 1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:
- 1.5.1 Democracy & the rule of law
 - 1.5.2 individual liberty
 - 1.5.3 mutual respect
 - 1.5.4 and tolerance of those of different faiths and beliefs.
- These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum.
- 1.6 Parents will be informed about the policy via an explicit email and the policy will be made available through the school website and parent portal.

2. Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3. Roles and Responsibilities

3.1 From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE and Pastoral Lead. Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4. Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Pre-Prep	Prep	
PSHE Lead: C. Bartholomew	PSHE Lead: C. Bartholomew	
	RS Co-ordinator: H. Knight	
<ul style="list-style-type: none"> - Curriculum time delivered by form tutors and other staff - Use of Jigsaw as a source of PSHE and RSE content and scope - PSHE is taught through other subjects/curriculum areas e.g RS - PSHE delivered through whole school and extended timetable activities e.g. assemblies - PSHE enabled through specific projects e.g awareness days/weeks - through involvement in the life of the school and wider community - PSHE through pastoral care and guidance 		
<p>Best Practice in PSHE Education:</p> <ul style="list-style-type: none"> • Any new topic in PSHE will be introduced by taking into account pupils’ prior knowledge and will complement, not replicate learning in other subjects • Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. • Pupils will be reassured that the majority of young people make positive healthy lifestyle choices • Pupils are helped to make connections between PSHE education and their ‘real life’ experiences, including online contexts. • Curriculum design around online presence and social media will link to our e-safety and safeguarding policy. 		

5. Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils’ real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School’s Child Protection and Safeguarding Policy.

6. Equality of Opportunity

- 6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- 6.2 Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.
- 6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7. Definition of Relationships and Sex Education (RSE)

- 7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- 7.2 RSE is an entitlement for all children and young people and must:
 - 7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
 - 7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
 - 7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
 - 7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
 - 7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently modelled by all staff at the school.
 - 7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
 - 7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
 - 7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8. Responsibilities and Delivery Overview

Pre-Prep E. Hodgkinson (EYFS) C. Bartholomew J. Heyhoe	Prep H. Turner H. Knight D. Barbour S. Bennett
PSHE Lead: C. Bartholomew	PSHE Lead: C. Bartholomew
	RS Co-ordinator: H. Knight Science co-ordinator: J. Nash
<p>The focus during Relationship Education focuses on:</p> <ul style="list-style-type: none"> - the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults; - differences in families and their structure and respect for the individual circumstances of families <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> - physical health and mental well being - the balance of online and other activities - emotion and the ability to express emotions <p><i>[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after Para 62]</i></p> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation, the school has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Edenhurst Prep. School</p>	

9. Managing Difficult Questions

The policy should set out how the school handles difficult questions as set out in Para 63/64 of Statutory Guidance.

10. Parents' Right to Withdraw their Child

Parents will not be able to withdraw their child from relationships education in prep school.

11. Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

- 11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- 11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives
- 11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health
- 11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives
- 11.1.6 Develop skills such as teamwork, communication and resilience
- 11.1.7 Be encouraged to make positive contributions to their families, schools and communities
- 11.1.8 Explore differences and learn to value diversity in all its forms
- 11.1.9 Reflect on their own individual values and attitudes
- 11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
- 11.1.11 Learn about the world of work
- 11.1.12 Learn to manage their money and finances effectively

12. Monitoring and Assessing

12.1 Monitoring:

- 12.1.1 The effectiveness of the PSHE and Relationship Education provision will be evaluated through: annual governance (spring) + identify school's own internal processes and frequency

12.2 Areas for assessment:

- 12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.
- 12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13. Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14. Counselling Services

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15. Outside Speakers

Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16. EYFS

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.