

PERSONAL, HEALTH AND SOCIAL EDUCATION, RELATIONSHIP AND SEX EDUCATION AT THOMAS READE

INTENT

The intent of our PSHE & RSE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Thomas Reade Primary School, personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Thomas Reade we believe that a life skills approach can be built on traditional life skills programmes and can effectively compliment activities intended to enhance self-esteem, communication skills, values clarification and decision-making. The curriculum is therefore closely linked with the school's Equal Opportunities Policy, Religious Education Policy, Behaviour Policy and routines of the school day.

At Thomas Reade we regard PHSE & RSE as an important component of the whole curriculum. We take very seriously the responsibility that schools must provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of children at the school and in society
- Prepares children for the opportunities, responsibilities and experiences of adult life.
- Acknowledges and informs children about their rights and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child

All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

Sex and Relationship Education (SRE) is taught in an age appropriate manner, in consultation with parents and carers, links with PSHE and Science and is in accordance with current legislation and government policy. SRE is learning about the emotional, social and physical aspects of growing up, family groups, relationships and sex (human sexuality and sexual health at Secondary). It should equip children with the building blocks of information, skills and values to go on to lead safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

At Thomas Reade our intent through implicit and explicit learning experiences is to:

- Nurture mutual trust and respect between individuals and groups
- Develop understanding and tolerance
- Develop an awareness of social, economic, political and ecological issues
- Encourage the development of informed and responsible healthy life choices
- Develop positive attitudes towards health
- Foster self-respect and self-esteem among all members of the community
- Give opportunities for children to experience awe and wonder
- Prepare children for the opportunities, responsibilities and experiences of adult life

IMPLEMENTATION

Within the taught and hidden curriculum i.e. the whole school environment, children will be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in home believing that these, alongside school links, are essential to dimensions of health education. The framework we have developed is related to the real world and children's experiences.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.

The curriculum demonstrates appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.'

PHSE is taught guided by a pragmatic research based approach. The PSHE Association evaluated research, 'A case for PSHE' indicates that PSHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work.

PSHE Association evaluated research, 'PSHE, Academic Attainment and Employability' indicates that growing evidence suggests that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances. Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection, sharing and showing
- Role-play and drama
- The use of video and computer technology
- Visits and visitors where appropriate
- Class lesson time
- Peer education
- Structured group work
- Play and games

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Developing different modules of work at different times of the year for different abilities

Special Educational Needs

Health Education should:

- Address children's individual needs
- Increase access to the curriculum

- Enhance learning skills and develop previous knowledge

It is recognized that some children who have special educational needs also have difficulties in areas of PHSE and social interaction. Therefore, as a consequence, staff will carefully monitor the progress of these children and respond appropriately.

Equal Opportunities - see Equal Opportunities Policy

IMPACT

The assessment of PHSE & RSE will take place, as appropriate, in all curriculum areas; however, clear learning objectives will support the focus of assessed activities. Individual child records with evidence may be kept on file or within the context of topic work files or books.

Children will develop:

- a warm and supportive social environment promoting positive relationships and high esteem for all
- a rich and diverse cultural environment that values the variety of people's background and cultures whilst encouraging a breadth of interests
- a safe and aesthetically pleasing environment
- an environment where healthy choices are enabled and valued
- an environment where the health of the staff is considered important and adults provide positive role models in all aspects of well-being

At Thomas Reade we deliver the PSHE & RSE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHE & RSE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.

We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children's values for them to become a positive citizen in a forever changing community. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

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