



Personal, Social, Health and Emotional (PSHE) and Sex and Relationships Education (SRE) Policy



Introduction

At Stonehouse Park we believe that the Personal, Social, Health and Emotional curriculum should enable children to have positive, strong and mutual supportive relationships, as well as enabling them to be healthier, responsible, resilient and independent. Our approach and curriculum will teach children their rights and responsibilities in the local community as well as society as a whole. It will support them in appreciating what it means to be a positive member of a world community and how they can help to create a sustainable environment and planet. Additionally, and importantly, we will teach our children what it means to be respectful and to love and care for others in an appropriate and positive way. We want our children to move with confidence through their childhood, learning the foundation skills needed to thrive in their adolescence and adult lives.

Aims

- To enable our children to lead healthy and active lifestyles.
- To help our children to develop the knowledge of a range of emotions and how to deal with these emotions positively.
- To support our children in understanding what positive relationships are and how to achieve good relationships with others.
- To help our children to become respectful towards others, in and out of the school environment.
- To enable our children to become active and positive members of the local community and world society.
- To allow our children to develop resilience and self-esteem, allowing them to make confident decisions about personal and social issues.

This content will be broken down into units of a manageable size, with planned sequences of objectives across the academic year, as well as progressive objectives across year groups.

Please see the PSHE/SRE curriculum pathway

SRE provision and content

SRE is a lifelong learning process, with children acquiring knowledge and developing skills about forming positive relationships and attitudes to relationships and feelings. All staff at Stonehouse Park Infant School will ensure that our teaching and the resources used are developmentally appropriate and age related. Teachers will not allow their personal views, beliefs or attitudes to influence what they teach. They will strive to answer questions honestly, sensitively and age appropriately.

SRE is taught through different aspects of the curriculum and has links to P.E. and Science. However, the majority of our curriculum will be taught through our PSHE sessions, where objectives have been strategically mapped out across the academic year and key stages. We follow the advice of the DFE to ensure that a *successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood (DFE, SRE Guidance, 2000).*

Our school Values also support our SRE curriculum in developing children's view of themselves and others:

Term 1: I am Caring- Empathetic. Compassionate. Loving.

Term 2: I am Peaceful- Wise. Patient. Forgiving.

Term 3: I am Honest- Truthful. Brave.

Term 4: I am Respectful- Tolerant. Open-minded.

Term 5: I am Responsible- Committed, Trustworthy

Term 6: I am Courageous- Brave, Bold, Fearless

These are focused on in our assemblies and throughout the school environment. They will also be reflected on within our PSHE sessions each term.

Teaching and learning style

At Stonehouse Park Infant we use a range of teaching styles to ensure that we are maximising all our children's potential by meeting their learning needs. When teaching PSHE and SRE we feel that it's imperative that children have opportunities to immerse themselves in the subject and have opportunities to apply any learnt skills e.g. being respectful.

Some subjects within the PSHE and SRE curriculum will need to be taught discreetly, and, in an age appropriate manner. However often these objectives can be taught in a cross curricular manner e.g. looking at the body in biology or considering other people's points of views through story in English. We also appreciate that children's experiences and relationships can spark discussions and teaching opportunities. Therefore, we capitalise upon these opportunities, inviting children to discuss topics and experiences in regular circle times, using these times as opportunities to learn and grow as members of our school community.

We use a range of age appropriate PSHE resources to support our teaching, including the SEAL resources, Facts4Life and GHLL's PINK curriculum.

Additionally, we encourage and invite role models from the community into school to talk to our children, allowing them to discover how individuals can make a positive and supportive role in the local community. These include the local clergy and Police Community Support Officers. As a school we also encourage the children to be positive members of Stonehouse by going out into the community ourselves. We work closely on local events with the Town Council and children in Key Stage 1 participate in events at several different care homes within the town.

Equal opportunities and SEND

PSHE and SRE is delivered to children regardless of ability, gender, culture or faith. Teachers plan and pitch lessons that meet the needs of the children within their class. For children with additional needs, the teacher will adapt resources to support them to access the learning. For more able pupils, there will be a greater opportunity to take responsibility and use their creativity and talent for the class and wider school community. Our intention as a school is to ensure that all children have the opportunity to access and receive a PSHE and SRE curriculum that is appropriate to their age and physical development.

Withdrawing a child from SRE

Parents do have the right to withdraw their children from aspects of the RSE curriculum. Stonehouse Park Infant School will inform parents of the aspects of the SRE programme that are not included in the National Curriculum. If the Parents would like to withdraw their child from an SRE lesson they should discuss it with their Child's teacher or the Headteacher.

Assessment, monitoring and evaluation

Children will be assessed in their Personal, Social and Emotional skills, against the age-related objectives outlined in the curriculum pathway. Any children that have gaps in their learning will be provided with appropriate support and intervention to help their development. Assessments in other subjects that have cross curricular ties with PSHE (Science and PE) will also help to inform teachers on how well children are developing across the PSHE and SRE objectives.

The PSHE lead will monitor the coverage and quality of PSHE provision through termly book looks, learning walks, planning scrutinises, learning conversations with pupils and discussions with staff. This will allow the PSHE lead in collaboration with the Headteacher and Deputy Headteacher, to make changes to the curriculum content and provision where needed; improving children's PSHE development.

Safeguarding

Teachers have a duty of care to safeguard the children's safety and welfare. Therefore, during PSHE and SRE lessons, issues may arise that alert staff to concerns around the children's safety and welfare. In this case, the teacher and other staff must report concerns to a safeguarding lead by recording information onto CPOMs. If staff feel that the conversation and discussion with the child puts the child in immediate danger or risk of harm, they must go and speak to a Designated Safeguarding Lead immediately.

Review

This policy will be reviewed every two years.

Written: September 2020

Ratified by Governors: