



Gosford Park Primary School

Personal, Social and Health Education Policy

Reviewed and Agreed by Governors: September 2021

Signed by:

R Allen

Headteacher

Date: 1.9.21

This policy has been written in response to the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department for Education (DFE) which is due to come into force in September 2021. As a primary school the aspects that apply are Relationships Education and Health Education; Relationships and Sex Education (RSE) is covered in secondary school (KS3).

This policy outlines the aims, organisation and management for the teaching and learning of Personal, Social, Health, Education (PSHE) at Gosford Park Primary School. It is taught through three main areas of focus:

- Physical and Mental wellbeing;
- Healthy relationships
- Living in the wider world around us.

Every Autumn term PSHE lessons will focus on protective behaviours supported by the NSPCC resources of speak out to stay safe and the PANTS rule.

It is supported by the national guidance and the PSHCE Association Framework.

Aims and Objectives

At Gosford Park, we believe that children are all individuals and therefore, we foster an environment of mutual respect, responsibility and nurturing self-esteem in a happy, safe and caring atmosphere. We aim to create an ethos that is rooted in acceptance, kindness, generosity and helpfulness where diversity is accepted and celebrated by all stakeholders. We want children to leave Gosford Park proud of their own personal identity and a sense of belonging and high self-worth. The teaching and learning of PSHE at Gosford Park supports and upholds this vision.

Personal, Social, Health Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent and aspirational lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to school life and the wider community. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up and within the wider world. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Teaching & Delivery

The PSHE leaders have developed a whole school curriculum that follows the guidance provided by the PSHE association. The weekly lessons, spread across the academic year, cover all of the objectives for all year groups. Teachers are given an overview map of each terms lesson objectives and outcomes.

Every class will have a class charter that clearly states the behaviours that will be shown in PSHE lessons. This will be decided as a class and be written in age appropriate language. It should include but not be limited to behaviours such as confidentiality, respecting others beliefs and opinions, listening to others, the right to pass and no personal questions.

All lessons follow our best practice guide and include:

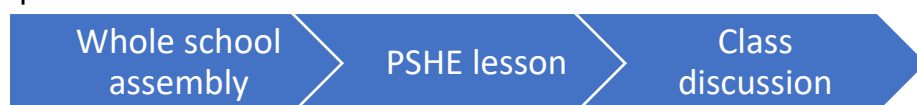
- Opportunities for children to talk and discuss sharing their feelings, opinions and questions.
- Stories that support the development of PSHE learning.
- Games and practical activities that allow children to explore the key learning
- Opportunities for children to think critically about the new knowledge and learning

Teachers may decide within their own planning what activities and practical tasks will help the children to best learn in their class. Teachers will actively seek out and use resources and opportunities that reflect and build on the diversity of the Gosford Park community and beyond.

PSHE learning will be recorded on seesaw and will include photographs, children's comments and voice notes that capture key learning. This will provide a reflective journal of the PSHE learning journey.

Teaching of PSHE is set across the school and follows the following format:

- Whole school assembly to launch a question of the week linked to the PSHE focus
- 1 hour PSHCE lesson in class with class teacher following the curriculum map objectives
- Weekly class assembly focused on a picture/ story from the news that promotes the question of the week and the discussion links to the British values.



Engaging parents and families

- Each term parents will be provided with a PSHE guide which will explain the learning that will be covered each term in each year group. The guides will include further links to resources or support for parents linked to the learning.
- The whole school question of the week will be on the school newsletter and shared on seesaw to share the learning and promote key discussions at home.

The Equalities Act

As a public body we are bound in law to ensure that our practices comply with the Equalities Act. Within this act is a section called: Public sector equality duty. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. The Equality Duty replaces the three previous public sector equality duties – for race, disability and gender.

The new Equality Duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- Race includes (ethnic or national origins), colour or nationality religion or belief–this includes lack of belief
- sex
- sexual orientation
- It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

A person's sexual orientation is covered under the Equalities Act and at Gosford Park this is treated like the other protected characteristics in that it will be represented across the curriculum in our resources (as appropriate) and any prejudices shown by pupils, parents or anyone associated with the school will be challenged. We will ensure that all people including those from protected characteristics are made to feel welcome and we will build understanding, tolerance and respect for these groups by representing these groups positively in our school.

In relation to the protected groups, we will follow the Public sector equality duty to:

(a) tackle prejudice,

(b) promote understanding. The specific areas covered by the relationship education guidance includes:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. All of these will be covered as part of our curriculum at Gosford Park in the wider context of relationships and will be integrated into existing units appropriately.

The Equality Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
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- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

At Gosford Park we will ensure that children understand the different protected characteristics, why they are protected in law and how they link in with both the British Values.

Monitoring

Leaders and Governors will regularly monitor the delivery of PSHE across school and support members of staff to become experts in it and its promotion of British Values.

Legislation requirements

This policy and our curriculum are fully compliant with and follows the guidance of the following:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019)
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-PSHCE> (DfE 2019)
- The Programme of Study for KS1-KS5 (PSHE Association, 2019)
- The PSHE Primary Planning Toolkit KS1-KS2 (PSHE Association 2019)
- The guidance 'Parental Engagement on Relationships Education' (DfE, Oct 2019) has also been considered when consulting with our parents and carers and the recent changes to the RSE curriculum. Consultation will begin in November prior to delivery of the Relationships theme in the Spring Term.

Stakeholders

It is important that stakeholders, including parents have information relating to the introduction of the new requirements on schools for Relationships Education at KS1 and KS2. We wish to be clear about our values and open and honest about our approaches. We will consult to ensure that the implementation of Relationships Education and it's place within our broader PSHE curriculum is effective.