



Personal Social, Health and Economic Education (PSHE) Policy

October 2023

[UN Convention on the Rights of the Child](#)

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

From 2020, the teaching of relationships education has become compulsory in applicable primary schools in England. This will support all young people to be happy, healthy and safe: equipping them for life as adults in British society.

At Berger Primary School we believe that Personal Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need in order to live confident, healthy and independent lives. Becoming informed and active is crucial to growth as responsible citizens. We also maintain that the teaching of Sexual Health is essential and will be included in our PSHE curriculum.

The DfE Guidance (2000) supports this philosophy:

"we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions(...) DfE is proposing that schools are required to teach relationships education at primary school."

We believe that PSHE Education should be an ongoing process that should start at home and be continued at school. PSHE should be taught in partnership with parents/carers and the wider school community.

This policy has been developed to ensure that staff, parents and carers are clear about the statutory requirements regarding PSHE; that pupils receive their educational entitlement and members of staff are clear about the range of issues to be covered, including the methodology and resources used.

The school's PSHE programme is embedded with the wider national and school curriculum and will enable children to learn to respect themselves and others. The programme is tailored to the age and needs of our pupils considering both the emotional and physical maturity of the children. It will be delivered by the class teachers and external professionals. In addition to meeting statutory requirements, our PSHE curriculum has been developed in line with our Safeguarding policy and the National Society for the Prevention of Cruelty to Children's guidelines.

In consultation with the Class Teacher and relevant members of SLT, parents have the right to withdraw their child from the sex and relationships education curriculum. Should a parent or carer wish to remove their child, they should initially approach the class teacher.

Framework/Definitions

Berger Primary School follows the framework outlined by the 2000 DfE guidance. Specifically:
"Parents and pupils may need to be reassured that the personal beliefs and attitudes of the teachers will not influence the teaching of the PSHE framework... Teachers and all those contributing are expected to work within an agreed values and moral framework as described in the school's policy, which must be in line with current legislation."

Defining Personal, Social, Health and Economic Education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. In line with the DfE guidance we recognise that PSHE is lifelong learning about physical, moral and emotional development. It is about understanding and respecting the importance and roles of different kinds of relationships, ways of life, cultural capital and economic well-being. It is also about teaching an understanding of health; be it mental, physical or emotional. This includes our relationships, bodies, healthy lifestyles and choices, sex and reproduction, sexual health, sexuality and gender identity. It is not about the promotion of sexual orientation or sexual activity, gender identity or who we must love. We believe that by teaching a rich and tailored curriculum including these PSHE objectives, we will better equip our children with critical thinking skills, necessary for handling themselves in the wider world. We expect they will become more open and empathetic while interacting in our constantly developing society. We believe that by including Sexual Education lessons that are tailored to their age and maturity level, we will help children discern between healthy and unhealthy choices.

At Berger we are committed to promoting equality and inclusion. We will ensure (in line with our statutory duties under the Equality Act) that no aspect of school life, including RSE lessons, discriminates against a pupil due to a protected characteristic. This includes, but is not limited to: socio-economic background, ethnicity, disability, religion, nationality, age, gender (including transgender and those with no gender identity), family structure or any other protected characteristic.

PSHE at Berger aims to:

- Provide a secure and sensitive framework where learning and discussion takes place.
- Provide accurate information, which is easy to understand in a relevant and appropriate measure.
- Teach pupils of all ages the correct scientific vocabulary, including the terminology for body parts in line with our Safeguarding policy.
- Foster a critical mind that questions and inquires how and why things take place and whether they should remain as they are (in a respectful and considerate manner).
- Learn the importance of values, individual conscience and moral considerations.
- Develop critical thinking as part of decision-making.
- Develop and cater to children's personal and social skills while learning to manage emotions and relationships confidently and sensitively.
- Develop the ability to recognise and speak up about things they find unfair and might have a negative impact on them or people around them.
- Develop pupils' self-respect and empathy.
- Ensure pupils learn to make choices based on an understanding of difference and with an absence of prejudice whilst developing an appreciation of the consequences of choices made; managing conflict; and learning how to recognise and avoid exploitation and abuse.
- Ensure and foster pupils' knowledge and understanding, at appropriate stages, about physical development; understanding of human sexuality, reproduction, sexual health, emotions and relationships.
- Develop children's understanding of their own, other peoples', and governing bodies' responsibility for remaining healthy and improving all types of health.

Provision

PSHE teaching will be delivered primarily via PSHE, Philosophy for Children and Science. However, in line with our Creative Curriculum we encourage teachers to create links to other subjects and topics. A whole school overview has been designed to guide teachers and year groups with the objectives they need to approach.

In line with the DfE's advice we have outlined a programme that is tailored to our pupils' needs. However, this programme remains flexible, as teachers are the best placed to understand the individual nuances of their class.

The overview is split into three main themes. Each theme will be split into subcategories and is assigned to a specific term. This will be in order to allow a whole school ethos and approach that link into our P4C assemblies and fosters an open forum of communication between adults and children throughout the key stages.

Autumn Term: Living in the Wider World

- Rights and responsibilities
- Staying safe in the community
- Online safety
- Environment & money

Spring Term: Relationships

- Feelings and emotions
- Valuing differences
- Healthy relationships

Summer Term: **Health and Wellbeing**

- Healthy lifestyles
- Growing and changing
- Staying safe

Through Science children will be required to learn key aspect of Sexual Health

Education: Key Stage 1

- Identifying, naming, drawing and labelling the basic parts of the human body and saying which part of the body is associated with each sense. (Year 1)
- Notice that animals, including humans, have offspring which grow into adults. (Year 2)

Key Stage 2

- Describing the difference in the life cycles of a mammal, an amphibian, an insect and a bird. (Year 5)
- Describing the life process of reproduction in some plants and animals. (Year 5)
- Recognizing that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Year 6)

Through PSHE and P4C, children will take part in a variety of workshops tailored to their level of maturity that will be delivered by external professionals. These workshops, continued by Class Teachers, will cover the following subjects:

Puberty

Looking after your body

Understanding health and wellbeing

Emotional wellbeing

Healthy-eating and hygiene

Internet safety and cyberbullying

Anti-bullying

Resisting and managing peer pressure

Healthy Relationships, including violence against women.

Gender roles and normativity

Homophobia and Bullying

Drug Awareness (including e-cigarettes)

Understanding of basic economic health and economic wellbeing

SRE, within PSHE, will develop in response to key questions and will be developmental and age appropriate. Pupils will be taught about the nature of the human body and how it grows and changes. It will be taught within the context of relationships and family life.

The main themes listed above will revise:

- The importance of health and hygiene
- The importance of developing respect, self-esteem, self-confidence, sympathy and empathy
- The importance of skills that foster effective relationships, peer pressure and the management of emotions
- The physical, emotional and social changes that take place at different developmental stages
- How different attitudes, values and beliefs influence our relationships
- To recognize and understand the consequences of our actions and choices
- Development of critical thinking as part of decision making.

Teaching methods

Discussion will be encouraged at all times. A ground set of rules will be established beforehand and will include the exclusion of personal questioning of individuals. All questions will be dealt with in a sensitive, open, honest and age-appropriate way. Where appropriate, questions may be followed up with parents/carers and the safeguarding team after the lesson.

We believe that it is important that both sexes are aware of what the other experiences. Therefore, main PSHE lessons, including sexual health, will be taught to mixed classes. When appropriate however, single gender groups may be allocated.

During PSHE lessons teachers will:

- Create a set of ground rules to create a safe space
- Use distancing techniques in order to depersonalise, for instance, through the use of role play or case studies.
- Model and expect the use of correct vocabulary for body parts and processes.
- Use video/drama or images in order to teach and explain.
- Invite questioning and be clear about what is not appropriate. Delicate questions will be acknowledged, deflected and re-addressed after the lesson and individually.
- Encourage the children's reflection on what has been taught and flag any points that need revisiting .

Assessments, recording and reporting will be held by the teacher. Notes will be taken and included in their PSHE assessment record.

During externally facilitated workshops an appropriate member of Berger Staff will be present to ensure every session is in line with the expectations of this policy. **Child Protection and Confidentiality**

The welfare of children is a priority to the school's policy and practice. All pupils need to feel able to talk to any member of staff about a PSHE issue. In line with our Child Protection policy and procedures, teachers will not promise confidentiality to children as they will need to inform a Safeguarding Officer should they have concerns.

Governing Body

The PSHE coordinator is responsible for PSHE and Citizenship, which includes SRE and will be supported by the Safeguarding Team in the implementation of this policy. Part of their role, supported by the SLT and governing body, will be to monitor and organise adherence to this policy by all members of staff.

This policy will be reviewed annually.