



PSHE Policy

Easterside Academy

Approved by:

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Our aim is for all children to develop into **independent, confident, successful learners** with **high aspirations**, who are **resilient** and know how to make a **positive contribution** to their own **community** and **wider society**. We uphold and teach pupils about **British Values: democracy, rule of law, individual liberty, mutual respect** and **tolerance** of those of **different faiths** and **beliefs**.

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' **increasing independence** and **physical and social awareness** as they move through the primary phase. It builds on the **skills** that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop **effective relationships, assume greater personal responsibility** and **manage personal safety, including online**. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our PSHE curriculum follows the **DfE statutory guidance** that came into effect in September 2020 and goes beyond through the additional use of '**The Thrive Approach**' to support pupils emotional and social development through our culture, ethos and direct and targeted work.

2. Statutory requirements

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from **September 2020**, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is **compulsory** for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

This policy also complies with the terms of our funding agreement.

The guidance for schools can be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy (RSE) for details about what we teach, and how we decide on what to teach, in this subject. You can find this policy on the school website: <https://www.eastersideacademy.co.uk/important-information/curriculum-subjects/pshe-curriculum>

The long-term plan is structured around an overarching 'enquiry question' for each half-term or term. These begin in key stage 1 as '**What?** and '**Who?**' questions and build throughout Key Stage 2 into '**Why?**' and '**How?**' questions.

The **three core themes** from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme.

1. Health and Well-being

2. Relationships

3. Living in the Wider World

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2 Cycle 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 1 & 2 Cycle 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay safe?	How do we recognise our feelings?
Year 3 & 4 Cycle 1	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 3 & 4 Cycle 2	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5 & 6 Cycle 1	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 5 & 6 Cycle 2	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Year 5 children

Puberty talk (Annually)

3.2 How we teach it

- **PSHE/RSE lessons** will take place on a weekly basis and will be taught by the class teacher, teaching assistant or school's Care Team. Other visitors may also be invited in to school to deliver lessons with a particular focus.
- **Thrive** is a whole school approach to emotional and social development. This is embedded within our culture and ethos, the PSHE curriculum and direct teaching of lessons, which are focused on the needs of the class and take place on a regular basis.

(Please see our Relational Policy for more information).

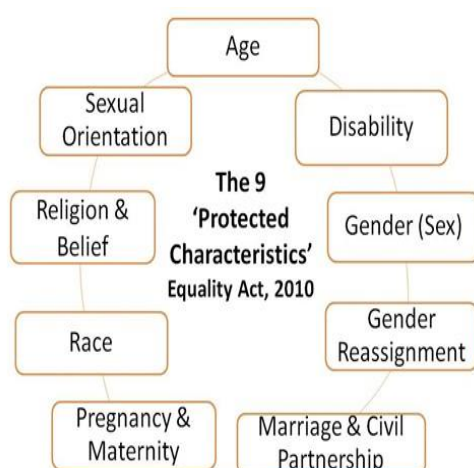
- **The PSHE curriculum** is also taught through assemblies and whole school events.
- Teachers use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. Teachers encourage children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events. At Easterside Academy, children are provided with frequent opportunities to have their voice heard and because of this; they play an active part in school life. Children have the opportunities to meet and work with members of the community, such as health workers, firefighters, police, and representatives from the local church and community.
- Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Social and emotional development will be **assessed** through 'Thrive' online screenings. Each class will have a personalised action plan with strategies and activities to develop social and emotional development.

- **Progress** will be monitored by SLT and the PSHE Lead through Book scrutinies, learning walks and through talking to the children. Children will begin each half term with a learning enquiry question where they will express their thoughts and current knowledge through different written tasks. Children will then have an opportunity to revisit this question at the end of the half term to discuss their current knowledge and progress.
- **Parental engagement is essential.** Parents/Carers, through PSHE Consultation, have an opportunity to read and understand the PSHE curriculum and ask questions or make suggestions. A termly PSHE newsletter will be available for parents which will include the PSHE enquiry question and learning objectives of each year group for the term. Parents also get the opportunity to take part in Thrive activities with their child, through our Open Mornings that are held termly.

4. Equality

- At Easterside Academy, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.
- Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.



LGBT

- The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a responsibility to ensure that education is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT). Good PSHE/SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

5. Roles and responsibilities

5.1 The governing board

The Enquire Learning Trust will approve the PSHE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff teaching PSHE include; Teachers, Teaching Assistants, The Care Team and other external professionals/visitors.

5.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. Monitoring arrangements

The delivery of PSHE is monitored by SLT and the PSHE Leader through:

- Book Monitoring
- Learning Walks
- PSHE Staff meetings
- Pupil / Staff questionnaires and interviews

This policy will be reviewed by K. Weetman/PSHE Lead annually. At every review, the policy will be approved by The enquire Learning Trust/Principal.

7. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE Policy)
- SMSC Policy
- Science
- RE
- Teaching and Learning
- Relational
- Anti-Bullying
- Equal Opportunities
- Assessment