

**Personal Social Health Economic Citizenship (PSHEC) Education Policy**  
 (including statutory (HRE) Health and Relationship Education)  
**St Luke and St Philip's Primary School**  
**A Church of England Academy**



**VISION STATEMENT**

*'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'*

**ETHOS**

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

**CHRISTIAN SCHOOL VALUES**



## **PURPOSE**

This policy reflects the values, philosophy and Vision Statement of St. Luke and St Philip's Primary School in relation to Personal Social Health Economic and Citizenship Education (PSHEC). This policy covers our school's approach to statutory guidance on Health and Relationship Education (HRE) and all non-statutory elements of PSHEC. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

## **AUDIENCE**

This document is intended to give a clear outline of the School's approach to the teaching of PSHEC for all staff, governors, Cidari members and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the School's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available to support staff, members of the School's Governing Committee and Cidari Multi Academy Trust. A copy of this document is available for the use of parents.

## **AIMS AND OBJECTIVES OF PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**

### **Philosophy**

At St Luke and St Philip's Primary School, we are proud of being a Church academy at the heart of our local community - a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best. At St Luke and St Philip's Primary School, we teach Personal, Social, Health and Citizenship Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. St. Luke and St. Philip's Primary School sets out, through its PHSEC curriculum, to enable our children to become moral, confident, healthy, independent and responsible members of a society.

## **CURRICULUM INTENT**

Our curriculum aims to assist children and young people to prepare for adult life in modern Britain by supporting them through their spiritual, physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. We provide our children with opportunities for them to learn about health, relationships, rights and responsibilities and help them to appreciate what it means to be a member of a diverse and ever-changing 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. We realise that in order for our pupils to lead tomorrow's world, they will need to demonstrate compassion, understanding, empathy and innovation. Success, progress and celebration are very much at the heart of what we do.

Our Curriculum supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

- To have an increased awareness of the world in which we live.
- To help them gain the knowledge to live in and contribute to our society as adults.
- To take responsibility for self, actions and consequences.
- To value and respect others and their opinions and beliefs.
- To support pupils' spiritual, moral, cultural, mental and physical development and understand British Values.
- To solve problems when they occur and make their own decisions.

- To strive to achieve their full potential.
- To share in each others' achievements in and out of school.
- To be aware of potential hazards and dangers around them.
- To have strategies to enable to cope with difficult situations.
- To give them opportunities to develop self-esteem, self respect and to feel in control.
- To enable children to develop positive relationships and enable them to trust.

### **HOW WILL WE ENSURE THE CURRICULUM IS RELEVANT TO OUR CHILDREN?**

While promoting the values above, a variety of data is used such as the School Health Profile. We will ensure that pupils are offered a balanced programme by personalising lessons dependent on children's needs within each individual class. Data derived from PSHEC Baseline Assessment will be used to support teachers when identifying needs. Internal school data which identifies disadvantaged pupils and families is sensitively used to personalize our curriculum at a deeper level.

### **PUPIL VOICE**

Pupils have been involved in the creation of this policy through pupil questionnaires and Pupil Voice, which School Council oversee. At St Luke and St Philip's we believe it is really important that we consult with our pupils and consider their opinions, ideas and thoughts, to help to us to promote positive behaviours, evaluate what children like about PSHEC and how we can make it better.

### **CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT**

The school seeks to provide a safe, secure learning environment for PSHEC (including HRE) that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. The school seeks to ensure members of staff are role models for positive interpersonal relationships. Group Agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our safeguarding and child protection procedures, as stated in those policies.

### **EQUAL OPPORTUNITIES AND SPECIAL NEEDS**

Under the Equalities Act 2010, the teaching of PSHEC will take into account the ability, gender, age, sex, gender identity, sexual orientation, readiness, family circumstances (such as looked after children) and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEC education provision. We promote the needs and interests of all pupils, irrespective of gender identity, sexual orientation, culture, ability or aptitude.

Through following the procedures set out in St Luke and St Philip's Inclusion Policy, we will recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, religious diversity, disability, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, religious diversity, faith or culture of their family, friends and wider community. Lessons will help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

We will identify pupils' different starting points through use of assessment and prior learning tasks. We will respect pupils' unique starting points by providing learning that is appropriately differentiated and adapted to meet individual needs.

We will ensure that pupils with special educational needs receive access to PSHEC education through careful consideration concerning the level of differentiation needed, and in some cases that the content or delivery will have to be adapted. Under direction, learning support assistants will work with individual pupils where required, sometimes on a one-to-one basis.

## **IMPLEMENTATION**

### **THE ALLOCATION OF TIME TO PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION**

Whole school approach:

- Discrete teaching time
- Teaching through other curriculum areas; see Appendix 1
- Teaching through special activities and events; see Appendix 2
- Teaching through pastoral care and guidance.

Up to 40 minutes per week is allocated to the discrete teaching of PSHEC through circle time and work on topics. PSHEC is covered in other subject areas as appropriate. If specific incidents arise during the day staff will be aware of the need to spend time dealing with that situation on a class, group or individual level and will make time available.

### **THE FRAMEWORK FOR PSHEC IMPLEMENTED USING THE PSHE ASSOCIATION RESOURCES.**

We have developed a bespoke PSHEC curriculum (which is available to view on the school website), which meets the current needs of children at St Luke and St Philip's. In developing this curriculum, we have utilised components of published PSHEC materials including PSHE Association resources, Medway Directorate resources and 3D Dimensions resources.

The programme supports pupils' spiritual, moral, cultural, mental and physical development, teaches British Values as defined by the Prevent Strategy 2011 (see pg. 8 of this policy) through building on the core theme areas as identified by the PSHE Association:

- Health and Wellbeing
- Relationships
- Living in the Wider World

## **HEALTH EDUCATION IN OUR SCHOOL**

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

## **THE OBJECTIVES OF OUR HEALTH AND WELLBEING PROGRAMME**

Pupils will be taught:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss

6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

**Year 1** - What helps keep bodies healthy;

Recognising what they are good at; setting goals. Change and loss and how it feels

Keeping safe around household products; how to ask for help if worried about something

**Year 2** – hygiene routines; healthy choices; different feelings; managing feelings;

growing; changing and being more independent;

Keeping safe in different situations; how to ask for help if they are worried about something;

privacy in different contexts

**Year 3** – What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits

Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings

School rules on health and safety; people who help them stay healthy and safe

**Year 4** – What makes a balanced lifestyle and making choices; drugs common to everyday life;

hygiene and germs; basic emergency aid;

How to keep safe in local area and online;

**Year 5** – Changes at puberty. Changes that happen in life and feelings associated with change

What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices

Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings.

Coping with change and transition; bereavement and grief

Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety; Images in the media and reality; how this can affect how people feel;

**Year 6** – Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against Female Genital Mutilation (FGM)); who is responsible for their health and safety; where to get help and advice

Recognising what they are good at; setting goals; aspirations.

Changes at puberty (*recap Year 5*); human reproduction; roles and responsibilities of parents; risks and effects of drugs

## **RELATIONSHIP EDUCATION IN OUR SCHOOL**

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education. Relationship Education forms an integral and important part of the PSHEC curriculum. School adheres to the National Curriculum recommendations for teaching RSE (Relationship Education in Primary school) (2019).

School Vision for safe and effective Relationships Education is to educate our children so they have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation (including online). Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, school will cover how to treat each other with kindness, consideration and respect.

## **THE OBJECTIVES OF OUR RELATIONSHIP EDUCATION PROGRAMME**

Pupils should be taught:

- 1.** How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- 2.** How to recognise and manage emotions within a range of relationships
- 3.** How to recognise risky or negative relationships including all forms of bullying and abuse
- 4.** How to respond to risky or negative relationships and ask for help
- 5.** How to respect equality and diversity in relationships

**Year 1** - To identify their special people (family, friends, carers), what makes them special and how special people should care for one another

**Year 2** - About the process of growing from young to old and how people's needs change

- About growing and changing and new opportunities and responsibilities that increasing independence may bring
- To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (Health Education)

**Year 3** - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

**Year 4** - To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

**Year 5** - How their body will, and their emotions may, change as they approach and move through puberty

**Year 6** - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (including online)

**The following topics will not be taught directly**, but as many of these topics are raised through the media especially TV soaps, reality TV shows, newspaper bill boards, magazines, newspapers and the internet discussion may be needed if questions arise. The teacher/ specialist /adult may answer the question later with the whole class, individually, or decide to refer the question to the parents, after consulting SLT.

- Abortion
- Contraception
- Infections
- Rape
- Masturbation
- Sexual activity (in relation to reproduction)
- Sexual behaviour

### **SENSITIVE ISSUES REQUIRING SPECIAL CONSIDERATION**

All staff at St Luke and St Philip's understand that the subject of Relationship Education can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development.

As a part of the Relationship Education programme the children will be encouraged to ask questions. This could be through the use of an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to Relationship Education which they want clarified.

We believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/specialist /adult may answer the question later with the whole class, individually, or decide to refer the question to the parents. The school expects the teachers to use their professional skills and discretion in such cases and always to keep in mind the age and maturity of the child as well as the aims, objectives, values and procedures set out in the policy document.

Occasionally children may ask questions out of context. On such occasions staff will be expected to respond as stated above. Where a child's question raises a concern around the child's safety, the staff member will follow the safeguarding policy.

### **LIVING IN THE WIDER WORLD EDUCATION IN OUR SCHOOL**

These areas of learning are taught within the context of family life and communities, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families from different cultures and families which can include single parent families, Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **THE OBJECTIVES OF OUR LIVING IN THE WIDER WORLD PROGRAMME**

Pupils will be taught:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

**Year 1** – That they belong to different groups and communities such as family and school

**Year 2** - Ways in which we are the same as all other people; what we have in common with everyone else

- That people and other living things have rights and that everyone has responsibilities to protect those rights

**Year 3** - That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

**Year 4** - To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

- To recognise different types of relationship, including those between acquaintances, friends, relatives and families

**Year 5** - What being part of a community means, and about the varied institutions that support communities locally and nationally

**Year 6** - To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

- That these universal rights are there to protect everyone and have primacy both over national law and family and community practices

### **FGM**

All staff are trained regularly so they are aware of indicators of any potential FGM and the legal requirement that are expected of the teacher.

### **TEACHING ABOUT LESBIAN GAY BISEXUAL TRANSGENDER QUEER (LGBTQ+)**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

As a school, we celebrate the similarities and differences and promote respect of others. We do not tolerate homophobic, biphobic and transphobic bullying, but encourage children to explore and celebrate the diversity in our world, including different types of families, including those who identify as lesbian, gay, bisexual transsexual and queer (LGBTQ+).

Discrete lessons on anti-bullying are taught as part of our PSHEC scheme of work and Anti-Bullying Week, for example comparing similarities and differences in different families and challenging and exploring stereotypes.

Respect for individuals will also be 'taught' and 'modelled' on a daily basis, through the attitudes, ethos and positive representations of the different types of families and different gender identities. This could be through the use of posters, signs, stories and the teaching of historical or famous figures in the curriculum.

In order to tackle homophobic, biphobic and transphobic language, staff are to make sure the use of words like 'lesbian' and 'gay' are used in a proper, non-abusive context. Terminology such as 'tranny', 'you're such a girl' and 'that's so gay' can mean that young people are encouraged to see LGBTQ+ identities as negative, which means that young people with same-sex parents think their family is being equated with something bad. As a school, we take a zero-tolerance approach to negative language being used. If specific incidents arise during the day staff are aware of the need to spend time dealing with that situation on a class, group or individual level and will make time available. All staff must report this on a behaviour form and give it to the designated behaviour lead.

### **EYFS**

Reception follow the Early Years Foundation Stage Curriculum which has Personal, Social and Emotional Development at the heart of its principals. The curriculum, which is available on the school website, covers the key concepts and skills that underpin PSHEC Education, matched in with the Development Matters Framework, in order to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life in Modern Britain.

### **TEACHING BRITISH VALUES**



The government set out its definition of 'British Values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalisation of young people. British Values are considered by the government to be

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The promotion of 'British Values' is central to our education because British Values have their origin in the Christian values of our nation. British Values is taught both as part of the PSHEC curriculum as well as during assemblies using resources such as Picture News which encourages discussions about current international and global issues.

### **MATERIALS AND RESOURCES**

There is a wide variety of resources available for the teaching of PSHEC. The PSHE Association provide programmes of study and toolkits. The 3D Curriculum documents can be used throughout the school from Early Years to Year 6. There is a choice of resources to facilitate Circle Time.

### **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- Assessment for Learning.
- High order questioning skills.
- Ground rules.
- Working together.
- Information gathering and sharing.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- Drama and role-play.
- Giving pupils a voice through School Council
- 'Ask it, basket', where children can ask sensitive questions

### **PLANNING**

The PSHEC Curriculum (available on the school website) will provide a detailed account of the actual work covered. Staff will produce medium term plans and differentiate lessons to the level at which the task requires children to work. At the end of each term, the teacher will assess the children's work in accordance with the objectives and end of unit statements. The PSHEC lead will be responsible for collating a moderation file which will contain evidence of work done at age appropriate levels.

### **IMPACT**

#### **ASSESSMENT**

Prior/ Post knowledge

Mark written work

Assessment for Learning, such as peer and self assessment

Observation of role-play or group work

Evaluating end of unit statements using Age Related/ Below Age Related/ Above Age Related

Individual achievements of pupils will be summarised in the annual reports

Pupil interviews by Subject Lead

### **RECORDING**

Children's work will be recorded in a variety of ways. Floor Books will be used and will include photos of role-play, group work, graffiti walls and displays with children's reflection on what they have learnt. Electronic devices such as Ipads will be used to record role-play or speaking and listening activities. Personal Journals will be used to record children's individual responses. Personal Journals/ Books will be kept from Year 1/ Reception through to Year 6. As Personal Journals will include children's feelings and personal thoughts they will not be displayed during Parent Evenings.

### **SAFETY**

At all times staff will consider the safety of pupils and this will be reflected in classroom organisation, and adherence to school procedures and practices.

### **PRESENTATION/DISPLAY**

Emphasis will be made to encourage pupils to take pride in the standards, quality and presentation of their work. Pupils work in PSHEC will be displayed throughout the school at suitable junctures on a regular basis.

### **EXPECTATIONS**

At all times staff will expect and demand that pupils produce work and behave in a way which fully reflects their best abilities.

### **INVOLVING PARENTS**

We are committed to working with parents and carers. We will offer support by publishing information about the PSHEC programme of study on the school's website, through the yearly curriculum map. We will also provide a homework grid including information and activities to promote PSHEC at home. Parents are invited to events and celebrations to encourage and support the ethos of PSHEC. *DfE states – 'Schools will be required to consult parents on their Relationships Education Policy and Government thinks it is right that parents can share their views and schools should reflect on them. Disruptive behaviour and intimidation are, however, clearly unacceptable and local authorities, alongside the Department for Education (DfE), will want to support schools facing such a situation.'*

### **PARENTS' RIGHT TO WITHDRAW FROM RELATIONSHIP EDUCATION**

Under the DfE Sex and Relationship Guidance for 2020, parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. At St Luke and St Philip's we encourage close links with our parents. We have an open door policy to encourage parents to come in and discuss any concerns they may have.

The new statutory requirements do not extend to sex education at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science). If sex education is taught at key stages 1 and 2, parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education. (see Appendix 3)

## **USE OF VISITORS OR VISITS TO PLACES**

At St. Luke and St. Philip's Primary School all community based agencies who visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensures that:

- where appropriate, checks have been made with the LA
- their input is integrated within a planned programme
- resources have been checked for suitability
- school/class background information has been issued
- confirmation of dates and times have been confirmed in writing

## **THE ROLE OF THE SUBJECT LEADER**

- Take the lead in policy development,
- Monitor the effectiveness of the PSHEC Curriculum through regular quality assurance checks, feeding back to Senior Lead Team and class teachers,
- Ensure progression, continuity and consistency throughout the school,
- Support colleagues in their development of planning, implementing and assessing the curriculum,
- Keep up-to-date with developments in PSHEC education and disseminate information to colleagues as appropriate.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Promoting the subject and championing the subject with colleagues and pupils.

## **COMPUTING IN THE CURRICULUM**

In our school, Computing is woven through the curriculum, and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

## **OTHER RELATED POLICIES**

All subject policies should indicate their contribution to PSHEC in school.

- Anti- Bullying
- Drug Tobacco and Alcohol Education
- SMSC
- Science
- Religious Education
- Computing

- Child Protection.
- Equal Opportunities.
- Inclusion
- Behaviour Policy
- Confidentiality
- Health and Safety.
- Curriculum
- SEN
- English as an Additional Language (EAL)

Policy reviewed:                      March 2024

Policy reviewed by :                Mrs N Alli

Agreed by Governors:             \_\_\_\_\_

Next review date:                  March 2025

## **Appendix 1**

### **Provision through teaching and learning in other subjects/curriculum areas**

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum handbook for primary teachers in England.

- English: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- Mathematics: aspects of financial capability, counting and sharing.
- Science: (including medicines), sex, health, safety and the environment.
- Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- Computing: communicating with others via e-mail, finding information on the internet and checking its relevance.
- History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

- Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- Religious Education: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

## **Appendix 2**

### **PSHEC Activities and School Events**

#### Themed days/ Weeks

This could include separately planned curriculum time with themes such as 'Anti-Bullying Week' or 'My Money' or a focus on discussion through circle time or playing games together. This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

#### Residential experiences

These provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

#### Special events and activities

These include taking part in assembly, special reward assemblies, fundraising for charity and visits from various organisations to school. Children have the opportunity to take part in staged performances for parents and other visitors.

#### Nurture Groups

Nurture groups, taught by a trained staff member, teach skills and knowledge to enable children to interact and communicate appropriately, supports self-esteem, self-confidence and appropriate behaviour.

#### The School Council

School Council meets weekly and has two elected representatives from each class from Year 2 onwards. The aim of the School Council is provide a 'pupil voice', so that all children's opinions are heard. All School Council activities are monitored by members of staff.

#### Worship Team

The Worship Team meets weekly and has 5 representatives from Year 2 onwards. The aim of Worship Team is to promote Christian values.

#### School choir

The School choir perform at the local Cathedral and for a local sheltered housing scheme for the elderly.

#### Extra Curricular activities:

There is a range of after school clubs, such as Homework, Multi Sports, Crafts and Cookery Club.

We encourage the children to take on roles such as peer mediators, school prefects and Head Boy and Head Girl in order to promote positive behaviour and attitudes across the school.

### **Appendix 3**

#### **Relationships education, relationships and sex education (RSE) and health education: FAQs**

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs#history>

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