

PSHCE and RELATIONSHIP EDUCATION POLICY

INTRODUCTION

At Aldingbourne Primary School we are passionate about providing all children with the opportunities to engage in PSHCE and relationship education. Personal, Health, Social, Citizenship and Economic, and Relationship Education underpins life at Aldingbourne Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. This document outlines our aims in providing the children with the knowledge, skills and understanding they need to lead a confident, healthy life whilst being informed, active and responsible British citizens. The curriculum expectations and entitlement for all children are outlined as well as our approach to teaching PSHCE and relationship education. This policy also summarises teaching methods and resources used to equip children with the skills, knowledge and attributes they need to manage their lives, now and in the future. Finally, our methods in assessing the children's knowledge and progress is explored to ensure that children achieve their full potential and are equipped with the tools to be the best version of themselves.

AIMS

We aim to deliver the PSHCE and relationship education curriculum in an engaging manner, accessible to all children, of all learning styles, whilst building upon prior learning, and learning about subjects that help children navigate life and help them make good decisions. Our school Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's development and prepares children for the opportunities, responsibilities and experiences of life.

Our further aims are:

- children know and understand what it is to be safe, secure and happy in school, at home and in the community
- children to know and understand what is meant by a healthy lifestyle
- children to understand what makes for good relationships with others
- children have respect for themselves and others
- children are thoughtful, responsible and positive members of their community and their school
- children are active British citizens, displaying individual liberty, democracy, rule of law and mutual respect for everybody
- children develop self-confidence and self-esteem
- children make informed choices regarding personal and social issues
- They have equal access to the curriculum, regardless of ability, gender, race or religion

CURRICULUM EXPECTATIONS AND ENTITLEMENT

At Aldingbourne School all children experience a broad and balance PSHCE and Relationship curriculum that takes into account all abilities, emotional and intellectual development and sensitives. Relationship education and Citizenship education is embedded in our PSHCE lessons and is an integrated part of our PSHCE scheme of work. The specialist teacher (the well-being coordinator), looks and plans to make sure age appropriate material is taught from the early year, all the way up to year 6. PSHCE is taught during Infant and Junior Rotation as well as during assemblies. Long term planning is accompanied by medium term planning as well as weekly planning for each rotation session. Our key themes in our PSHCE Scheme are: Health and Wellbeing; Relationships and Living in the Wider World. These core themes enable us to enrich the children with knowledge, skills and understanding of everything from, how to keep yourself safe in your local environment to sex education.

Early Years

In Early Years:

- children listen attentively in a range of situations
- children listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions
- children are confident to speak in familiar groups, discussing key topics that promote thought and understanding
- children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- children understand and follow rules and learn about rules in the wider community
- children show sensitivity to others' needs and feelings, and form and understand what a positive relationship is, with adults and children
- children know about similarities and differences between themselves and others.

Key Stage 1

During Key Stage 1:

- children understand what it is to be both physically and mentally healthy
- children explore healthy and unhealthy relationships, including what an appropriate relationship is
- children understand what it is to be a good friend and what is a bully
- children unpick economic well-being and gain an understanding of money
- children become aware of how to stay safe in school, at home and in the wider community

- children understand what it means to make a positive contribution and how we have shared and individual responsibilities
- children understand what a community is and about their local community
- children develop an understanding of environmental education.

Key Stage 2

During Key Stage 2:

- children understand about different relationships, navigating friendships, online bullying and peer pressure as well as the importance of consent
- children's awareness of how to keep safe is extended and includes: online safety; being safe within the community; hazards and dealing with harassment including gender and race
- children's understanding of identity is explored and their knowledge of what makes up identity broadened. The identity unit includes: self identity, self respect and self esteem; school transition; gender; puberty; the growing up talk; racism; BLM; homophobia and canine partners.
- children learn about the importance of respect, including respecting themselves as well as others. Their understanding of stereotypes, prejudices and consequences for behaviour is cemented as they tackle a range of social and moral dilemmas
- children's knowledge and understanding of staying healthy is built upon and a range of topics are explored, from mental health to legal and illegal drugs, sex education to exploring emotions and feelings, and the children are equipped with tools for dealing with change and loss as well as setbacks and failures
- children gain a greater understanding of economic wellbeing and the risks that can arise with money. They are given the opportunity to create a business and donate their proceeds to their chosen charity
- children's understanding of community and their responsibility for looking after their school and local environment is enriched. Recycle, reuse, reduce is reinforced as well as first aid training.

TEACHING METHODS AND RESOURCES

As a school, we pride ourselves on our teaching of PSHCE and relationship education. We ensure that our PSHCE and relationship education is accessible to all learners and is taught in a creative, fun and exciting manner. We achieve this in the following ways:

- children experience teacher in role to explore a range of subjects. For example, when Jennifer comes in because she has found some pills in the cupboard in the house and she wants to eat them.

- they participate in a variety of activities, such as games drama, art, discussion, hunts, stories and circle time, that enable children of all learning styles to access the objectives covered, whilst sharing own life experiences and participating in class discussions
- children participate in whole school assemblies that reinforce knowledge obtained in lessons and are able to share their experiences and insights with their school community
- children are given the opportunity to join the school council (MCM) and are elected by their peers
- children are given the opportunity to have first-hand experience by visiting Viridor Recycling Centre
- we also have a variety of visitors who impart their expert knowledge of the children, such as, the magistrates, canine partners and children from local secondary schools
- a wide variety of stories are used and are available to the children to help explain and reinforce subjects taught
- we pride ourselves in having an 'open door' policy and the children know they can talk to any adult if they feel they need to for emotional support, guidance and reassurance.
- we ensure that we create a safe, open and positive environment based on trusting relationships between all members of the class, adults and children alike

ASSESSMENT

At Aldingbourne School, formative assessment is an integral part of our daily practise. It is used to inform planning, to facilitate differentiation and to ensure that the children have the foundations to successfully build upon their prior PSHCE and relationship skills and knowledge. At the end of the academic year, based on work in class and implementing the skills and tools taught, a judgement is given by the teacher which states if a child is working towards, within or met the PSHCE and relationship education curriculum. This is reported to parents in the child's end of year report.