



# **Loughton School**

## **Personal, Social Health & Citizenship Education Policy (PSHCE)**

## **1. Purpose of PSHCE**

The purpose of the PSHCE curriculum at Loughton School is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Personal, social, health, education (PSHCE) enables children to become healthy, independent and responsible members of society.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed.

We ensure that they experience the process of democracy in school through the school council.

We teach them about rights, respect and responsibilities.

They learn to appreciate what it means to be a positive member of a diverse multicultural society.

## **Statutory Relationship Education 2020**

From September 2020, Relationship Education became statutory component of the PSHE and Citizenship curriculum. We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, learning to say no, understanding consent, relationships online and the emotional, social and physical aspects of growing up. This will be phased in between September 2020 and July 2021.

## **2. Goals of PSHCE**

The aims and objectives of learning PSHCE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.

- Help children to understand how their bodies work and how to express feelings and emotions appropriately.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Promote a good understanding of healthy relationships and how to keep themselves safe.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

PSHCE encompasses all areas designed to promote children's personal, social, health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHCE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHCE) and citizenship.

### **3. Goals of Relationship Education**

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;

- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

#### **4. Value of PSHCE and SRE**

Loughton School that PSHCE and SRE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHCE SRE permeate all aspects of school life. Children will gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the previous parts of their schooling. PSHCE and SRE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of children as they move through the primary phase demonstrating that they have a full understanding of the diverse community and a sound understanding that everybody has the right to be themselves without prejudice and discrimination. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe.

#### **5. Sensitive to Individuals Needs**

It is important to remain flexible as events such as bereavement might require learning to be incorporated at a specific time. PSHCE and SRE education assists 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.

#### **Safeguarding**

At Loughton School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

If any behaviour is a concern in relation to safeguarding, Loughton School procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to a member of the Safeguarding Team.

## **6. Delivery Plan**

Our PSHCE and SRE lessons are taught by staff who are trained in delivering age appropriate content across all year groups. We also buy in sessions from Brook for specific areas of SRE as they are highly trained in the delivery of sensitive content.

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHCE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our PSHCE and Relationships curriculum through a variety of teaching methods and interactive activities, including:

- Discrete timetabled sessions
- Teaching PSHCE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History and P.E)
- Assemblies
- School events and activities (e.g. offsite visits and school celebrations)

## **7. Differentiation for SEN and Able Children**

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

As partners in education, parents are made aware of the topics being covered, so they can provide support and be prepared for any questions which may arise

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-ordinator to identify pupils' progress which is well above or below that which is expected.

**Documents that have informed Loughton School's PSHCE and Relationships Education Policy include:**

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- RSHE Curriculum 2019 (Statutory guidance for all schools)