




Personal, Social, Health and Economic Education Policy

Recommended by:	Sarah Pritchard
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Ratified by:	LAGB
Signed:	 _____
Position on the Board:	<u>Chair of LAGB</u>
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Next Review:	February 2024
Policy Tier (Central/Hub/School):	School (OP)

At Oldbury Park Primary School we value PSHE because.

- it promotes the spiritual, moral, cultural, mental, and physical development of children; ·
- it prepares pupils for the opportunities, responsibilities, and experiences of adult life.

DfE guidance

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, 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.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, sex, and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Aims:

PSHE should help children to:

- acquire knowledge and understanding of their personal, social, health and economic development and further their ability to make positive choices and judgements about their wellbeing.
- enhance their spiritual, moral, cultural, social, and economic development.
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a diverse society.
- respect self and be sensitive to the needs of others.
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability, or socio-economic group.
- ask challenging questions about their personal beliefs and own view of personal wellbeing.
- reinforce the school ethos through the six 'Key Skills for Learning and for Life' which are Respect, Collaboration, Communication, Concentration, Perseverance, and Independence.

How we deliver PSHE at Oldbury Park Primary RSA Academy

The school's delivery of PSHE is supported through the SCARF (Safety, Caring, Achievement, Resilience, and Friendship) resources, a unique online planning and assessment tool. Alongside a mobile classroom visit, SCARF is a springboard for promoting high standards of behaviour, safety, wellbeing, and achievement across the school.

In Foundation Stage and KS1, learning is related to the children's own experiences wherever possible. It seeks to extend their knowledge and understanding into new areas, and encourages them to explore relationships, a sense of self and feelings. The children are also taught about healthy eating, e-safety, and medicines as an extension of this.

In lower KS2, children are encouraged to build upon their previous learning and explore broader PSHE themes such as diversity, the media, and its impact as well as human rights, including the rights of children.

In upper KS2, the children learn more about their changing bodies through mixed sex education lessons in Year 6 and a girls' puberty session in Year 5. This is taught using the SCARF resources. In addition to this, they develop their understanding of rules and laws, and this includes drug awareness. At the end of Year 6, the children complete work on transition and change as they prepare to move up to high school.