

# Branton Community Primary School Breamish Valley Community Nursery



## P.S.H.E.E.

Personal, social, health and economic education.

### Policy and Programme of Study April 2016

## What is PSHE education?

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The [national curriculum](#) also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

## How does PSHE education help schools to meet their statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes *'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). Paragraph 41 of statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

Relevant issues which may be covered in PSHE education include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation. As Branton moves forward to

become a Primary school, the range of topics that we need to address will extend as is age appropriate to the pupils in school at any given time.

The [Equality Act 2010](#) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- promote children and young people's wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.'*)
- promote community cohesion ([Education and Inspections Act 2006](#); [Education Act 2002](#)).

### **SRE (Sex and relationships education)**

Sex and relationships education (SRE) should always be delivered as part of a planned, developmental PSHE education programme. The status of SRE differs across types of schools, as shown in the table below.

<b>Maintained schools</b>	<ul style="list-style-type: none"> <li>• In secondary education, are required to provide sex and relationships education which covers HIV, AIDS and other sexually transmitted infections.</li> <li>• When taught, must have 'due regard' to Sex and Relationship Education Guidance</li> <li>• Must have an up-to-date SRE policy (in both primary and secondary schools), available for inspection and to parents/carers on request. This is the responsibility of the governing body.</li> </ul>
<b>Academies</b>	<ul style="list-style-type: none"> <li>• SRE not compulsory, but when taught must have 'due regard' to Sex and Relationships Guidance (2000)</li> <li>• Are not required to have an up-to-date SRE policy, however we strongly recommend having one if any SRE is taught.</li> </ul>
<b>Free schools</b>	<ul style="list-style-type: none"> <li>• SRE not compulsory, but when taught must have 'due regard' to Sex and Relationships Guidance (2000)</li> <li>• Must have an up-to-date SRE policy, available for inspection and to parents/carers on request. This is the responsibility of the governing body.</li> </ul>
<b>Independent schools</b>	<ul style="list-style-type: none"> <li>• SRE not compulsory, but when taught must have 'due regard' to Sex and Relationships Guidance (2000)</li> <li>• Are not required to have an up-to-date SRE policy, however we strongly recommend having one if any SRE is taught.</li> </ul>

In addition to the [statutory Department for Education guidance for SRE \(2000\)](#) referenced in the table above, the DfE has formally recognised the [supplementary guidance document](#), produced by the PSHE Association, Brook and the Sex Education Forum. Schools designing their SRE provision should refer to both the statutory guidance from 2000 and this supplementary guidance.

It is important that sex and relationships education be taught as part of PSHE education which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. It is therefore recognised as best practice for SRE to be taught as part of a broader PSHE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives and is endorsed by leading SRE bodies

**In any school that provides SRE, parents have the right to withdraw their children from all or part of SRE (excluding withdrawal from learning about reproduction and human development within national curriculum science).**

### **British Values**

The primary curriculum provides many opportunities for discussing and promoting British values. PSHE and RE are two areas that may facilitate teaching and debate about British Values. There are natural connections between this and the British values around mutual respect. The PSHE curriculum may involve discussions about friendship and how we treat our friends, about respecting people as individuals with their own faiths, beliefs and values. We also use assemblies and collective worship sessions to address how British values are relevant to all our pupils.

### **SMSC (Spiritual, Moral, Social and Cultural) Education**

The Department for Education (DfE) says that every state-funded school must offer a curriculum that is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Archived guidance states that -

All National Curriculum subjects provide opportunities to promote pupils' SMSC development.

Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship.

### **The Prevent Duty**

The PSHE curriculum can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. Government guidance is clear that schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For our early years children, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Zoe Ryan  
Headteacher  
April 2016

Presented to Governing Body May 3<sup>rd</sup> 2016

Signed

Chair of Governors  
Date

Headteacher  
Date

Reviewed ..... Signed .....

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## The PSHE curriculum at Branton and Breamish

Our PSHE curriculum is based around the three topics of -

1. Health and Wellbeing

2. Relationships

3. Living in the Wider World

These areas will be taught and debated mainly through science, RE, philosophy for children (P4C), assemblies and when appropriate, discrete teaching.

As Branton has mixed age groupings in both classes, there may be occasions when the children are taught in specific year groups when some topics are taught, for example aspects of SRE in upper KS2.

1. Health and Wellbeing		
Early Years and KS1	<ul style="list-style-type: none"><li>• The Caring School</li><li>• Bullies - Bullying, Pressure and Risk</li><li>• The World of Drugs</li></ul>	<ul style="list-style-type: none"><li>• My Healthy Body: Caring for my Body</li><li>• Growing and Changing</li></ul>
KS2		<ul style="list-style-type: none"><li>• Money Management and Careers</li><li>• My Health Body - Food and Healthy Eating</li><li>• Growing and Changing</li><li>• Transition to Middle (Y3/4) or Secondary School (y5/6)</li></ul>
2. Relationships		
Early Years and KS1	<ul style="list-style-type: none"><li>• Feelings, Friends and Friendship</li><li>• My Community</li></ul>	<ul style="list-style-type: none"><li>• Special People</li></ul>
KS2		<ul style="list-style-type: none"><li>• Growing Up: Relationships</li><li>• Transition to Middle (Y3/4) or Secondary School (y5/6)</li></ul>
3. Living in the wider world		
Early Years and KS1	<ul style="list-style-type: none"><li>• Keeping Myself Safe</li><li>• Respecting the Differences between People</li><li>• My Community</li></ul>	<ul style="list-style-type: none"><li>• E-Safety: staying safe online</li></ul>
KS2		<ul style="list-style-type: none"><li>• E-Safety: Using Email, Multi Media Messaging</li><li>• Growing Up-Responsibilities</li><li>• How do Rules and Laws affect me?</li></ul>

