



## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION policy

Personal, Social, Health and Economic Education (PSHEE) as well as Sexual and Relationship education (SRE) helps pupils to develop the skills, knowledge and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. It enables children to become healthy, independent and responsible members of society.

At BST we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach them about rights and responsibilities and how to play a positive role as a member of a multicultural society. Through the school council pupils learn to take more responsibility for the school and environment.

### **Our Shared School vision and aims are:**

- Work together and be the best we can
- Care for and support one another
- Respect and value one another and the environment
- Provide education that is open and inclusive of all children and young people

### **Every Child Matters:**

- Enjoy and Achieve
- Being Healthy
- Staying Safe
- Relationships
- Emotional Health
- Positive Contribution

### **Safeguarding**

Please contact the school DSL or Mrs. Horsley-Lloyd should there be any concern related to the safety or welfare of any child.

## **Aims and Objectives**

The aims of PSHEE and SRE education are to enable students to:

- Know and understand what constitutes a healthy lifestyle, the importance of a healthy diet and physical activity, and the misuse of drugs and alcohol
- Be aware of safety issues: drugs, peer and group pressure, bullying, and online safety
- Understand what makes for good relationships with others
- Deliver an honest, unbiased and sensitively aware sex and relationship education with no direct promotion of sexual orientation
- Provide children and young people with the necessary knowledge and skills to enjoy safe and equal relationships
- Understand sex and relationships according to each stage of development
- Understand sexuality and consent and the risks of STIs, sexting and pornography
- Understand the arguments for delaying sexual activity and resisting pressure
- Understand the taking on of responsibility and the consequences of one's actions in relation to sexual activity
- Have respect for others regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Develop as responsible, valued citizens aware of the protected characteristics detailed in the previous point
- Learn how to resolve differences by looking at alternatives
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop resilience and empathy
- Develop good relationships with other members of the school and the wider community
- Recognise their worth as individuals by identifying positive things about themselves and their achievements
- Adopt the fundamental British and Spanish values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Understand how money is exchanged through the use of cash and credit and debit cards
- Appreciate the value of handling money wisely
- Value work and profession as a means to personal development, develop creativity and acquiring money
- Understand the world of work: employment, self-employment and taxation
- Become familiar with finances in adult life: savings, mortgages and

investments

These topics will be covered according to each child's stage of development and school level.

Please note:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE. Before granting such request, parents should arrange a meeting to discuss the issue with the PSHEE lead, Miss Langdon. The parents' decision will be respected up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, the school should make arrangements to facilitate this. (Please see latest guidance on <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements#fnref:3>)

### **1. Teaching and Learning**

We use a range of teaching styles that include both teacher-centered and student-centered activities. Throughout the school, pupils are encouraged to take an active part in discussions, investigations and problem solving activities. Activities are organised in such a way that pupils are able to participate in discussions to resolve conflicts or discuss issues affecting the groups or the school as a whole. We encourage students to take part in a range of practical activities that promote citizenship e.g. school council, charity fund raising.

### **2. Foundation Stage**

Personal, Social and Emotional Development is also taught in Reception classes as an integral part of both indoor and outdoor learning.

### **3. Additional points to consider when teaching Sex and Relationship Education:**

#### **3.1 Primary Years**

In the early Primary Years, education about relationships focuses on friendship, bullying and the building of self-esteem.

Yr 6 PSHEE will support pupils' ongoing emotional and physical development and includes:

- Puberty and changes in the body
- The timeframe for these changes to happen and what issues may cause anxiety and how to deal with these

#### **3.2 Secondary:**

Alongside scheduled PSHEE lessons, Secondary students will receive additional information on contraception, STDs and pornography issues as part of their SRE.

#### **4. Teaching PSHEE and SRE to children with specific and/or additional needs**

We teach PSHEE and SRE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and SRE we take into account the targets set for students in their Education, Health and Care Plans (EHCP).

#### **5. Assessment**

Teachers assess students' work in PHSEE and SRE by making informal judgements as they observe the young person during lessons. This helps the pupil feel comfortable to take part in discussions knowing the focus is on learning life skills for their personal and emotional growth.

#### **COVID-19 period**

We understand that there has been an impact on the student's health, wellbeing and education due to the Covid-19 pandemic. We are working hard to try and ensure that the students are given the best support and learning opportunities whilst following any Covid-19 protocols that still remain.

**Next revision: January 2024**