



Ewell Grove Primary and Nursery School
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POLICY STATEMENT

PSHE

*Personal, Social, Health and Economic Education
inclusive of Relationships Education, Relationships and
Sex Education (RSE)*

***If you have any further questions or want to seek
clarification please either speak to your child's Class
Teacher or the School Office who will direct you to the
most appropriate member of staff.***

REVISION DATE:

ANNUALLY

REVIEWED BY THE SLT:

JANUARY 2022

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

At Ewell Grove we understand that over time our young children must be prepared in order to become the adults who live and work in Modern Britain. In order to achieve this goal each person needs to thrive as an individual, family member and member of society. The PSHE curriculum will support them to manage their lives now, and in the future whilst fundamentally keeping themselves healthy and safe (physically, mentally and digitally). This foundation will ensure our children can manage the most critical opportunities, challenges and responsibilities they will face growing up.

Ewell Grove is a safe, secure and caring school that nurtures well-being and mental health. We know the children who are emotionally healthy are most likely to go on to reach their academic potential. Personal, Social, Health and Economic (PSHE) education is the curriculum key to supporting their wellbeing and tackling issues that can affect their ability to learn.

Through our values, curriculum focus weeks, fund-raising events, assemblies, collective worship and class discussions we all learn to care for one another. This starts by acknowledging that our own behaviour within our environment and the wider community, whether intentionally or not, impacts upon others.

PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world. As a whole school community, we must develop the understanding and the importance of respect, diversity and differences in cultures and beliefs, which will always be celebrated.

RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and Sex Education is an important and embedded element of our PSHE curriculum. It should not be delivered in isolation but interwoven into all curriculum areas. It includes lifelong learning about healthy respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the statutory curriculum guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2020) and 'Early Years Foundation Stage (EYFS); Personal, Social and Emotional Development' (PSE).

AIMS

- To have the confidence and self-esteem to value themselves and others
- To identify, describe and know how to self-regulate emotions
- To know how to manage their own wellbeing and develop resilience
- To appreciate and respect the variety of different relationships, including families
- To name parts of the body and describe how their bodies work (staff will use the scientific names for all body parts, including genitalia, complementing the science curriculum)
- To develop personal attributes; including kindness, integrity, generosity and honesty
- To understand the consequences of their actions
- To be able to recognise unsafe situations and be able to protect themselves
- To know when, how and who to ask for help and support
- To understand the role the media plays, in forming attitudes
- To foster British Values

DELIVERY OF PSHE / RSE

At Ewell Grove, we follow our own bespoke PSHE programme, which incorporates our RSE aims. This has been developed to meet the needs of our pupils, taking into account the context of our school and the community in which it serves. Therefore, this policy and the content of our PSHE curriculum has been created in consultation with our pupils, staff, governors and parents.

Our PSHE curriculum is based on the PSHE Association programme of study for 2020 which meets the requirements set out in the RSE Statutory Guidance (2020), EYFS Development Matters (2017) the Equality Act (2010).

The PSHE Association programme of study teaches children key skills through the use of three 'core themes':

- i. Health and Wellbeing: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks, keeping safe, managing change, making informed choices and knowing where to get help with this, how to respond in an emergency, to identify different influences on health and wellbeing.
- ii. Relationships: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, how to recognise and manage emotions, how to recognise risky or negative relationships including all forms of bullying and abuse, how to respond to risky or negative relationships and ask for help, how to respect equality and diversity in relationships.
- iii. Living in the Wider World: self-respect and respect for others, the importance of being responsible, the rights and responsibilities of families and citizens, learning about different groups and communities, respect for equality, being a productive member of the community, the importance of respecting and protecting the environment, money management and a basic understanding of enterprise.

An overview of our PSHE programme which incorporates these themes and key skills, can be found on our school website. Specific year group coverage details are also shared with parents during our parent meetings.

Whilst PSHE can be seen in all subjects and across all events at Ewell Grove, we acknowledge that some elements of PSHE need discreet teaching time. In order to deliver our aims and embed the above key skills, we may use the following strategies;

- Planned PSHE lessons
- Circle-time
- Themed days or weeks
- Assemblies
- Discussion during snack time
- Quiet time to reflect
- Guided mindfulness, such as; breathing exercises, yoga or meditation
- Use of a class emotions box
- Visit and visitors where appropriate
- Individual support where needed (Emotional Literacy Support programme)

STAFF RESPONSIBILITIES

Staff have a responsibility to ensure the safety and welfare of their pupils. It is important that children are aware that confidentiality cannot be given during a PSHE/RSE lesson as any disclosures which cause concern, will be reported to a designated safeguarding lead.

Staff member's personal beliefs and attitudes will never influence the teaching of PSHE/RSE, all those contributing to the programme are expected to work within the aims included in this policy. All staff will follow the Ewell Grove PSHE programme and will use the agreed vocabulary (which can be found on the Ewell Grove website).

Staff are responsible for adapting their teaching of the PSHE curriculum to ensure it meets the needs of all children in their class. Adaptations for children with Special Educational Need and Disability are to be made using the guidance provided in the PSHE Association 'Planning framework for pupils with SEND' (2020).

RESPONDING TO SPECIFIC ISSUES AND QUESTIONS RELATED TO RSE

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately and can be addressed later. Questions will always be answered in a manner that is appropriate for the child's age and maturity. Individual teachers must use their skill and discretion in these situations and refer to the PSHE Curriculum Team or Designated Safeguarding Leads.

SEX EDUCATION

Relationship and health education is compulsory. Hence, a pupil cannot be withdrawn from the relationship or health elements of RSE. Science is compulsory, for that reason a pupil cannot be withdrawn from sex education where this is taught as part of the Science National Curriculum. For example; children will be taught about life cycles, including reproduction in both animals and humans.

Parents have been consulted on the inclusion of non-compulsory sex education into the RSE curriculum, in September 2019. Parental response overwhelmingly agreed that this should be taught. Resources used will always be age-appropriate and will be reviewed annually to ensure they are kept up to date with guidance and requirements. Parents are invited into the school to view the resources that will be used in lessons and discuss any concerns or queries they may have, prior to this particular series of lessons being taught.

At Ewell Grove only qualified teachers will teach children about this subject. Knowledgeable professionals, such as the school nurse, may be invited in to complement the delivery of these sessions.

Sex education, within the context of a loving relationship, will be taught at Ewell Grove in the summer term of year 6. This will build upon prior learning about healthy and unhealthy relationships. Pupils can be withdrawn from this specific element of the RSE curriculum.

REQUESTING A WITHDRAWAL FROM NON-COMPULSORY SEX EDUCATION

Parents/carers who wish to exercise their right to withdraw their children from the non-compulsory element of Sex Education, as part of the RSE curriculum, need to request a meeting with the class teacher. During this meeting the parent/carer may view the resources to be used, in order to inform their decision regarding withdrawal.

A request for withdrawal needs to be put in writing and addressed to a member of the Strategic Leadership Team (SLT). A copy of withdrawal requests will be kept in pupil's educational record. The SLT will discuss the request with parents and take the appropriate action.

Pupils who are withdrawn from non-compulsory RSE elements will be temporarily transferred to an alternative class for the duration of that particular lesson/s.

MONITORING

The teaching of the PSHE curriculum is monitored by the Strategic Leadership Team and PSHE Curriculum Team. Every half term, children will complete an assessment which will allow teachers to gain an overview of both individuals and their classes understanding of a particular aspect of the PSHE curriculum. This information will be used to inform termly targets, which are shared with parents. Summer term reports will contain a summative comment about each child's progress in PSHE.

The overall effectiveness and impact of the PSHE curriculum will be evaluated annually. Parents, staff and pupils are invited to contribute towards this.

FURTHER POLICES IN CONJUNCTION WITH THIS POLICY

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy and Procedures
- Online Safety Policy
- Staff Code of Conduct Policy
- Ewell Grove Curriculum Policy

'Staff are in a particular position of trust (in loco parentis). Sexual and inappropriate relationships involving children under 16 constitute a criminal offence. A sexual relationship between a member of staff and any pupil at the same school is a breach of that trust. Such behaviour will be regarded as gross professional misconduct on the part of the member of staff and will result in disciplinary action. If a decision is made to dismiss, this may also lead to a member of staff being barred from further employment in the education service by the Secretary of State. Staff should also ensure that children within our school can demonstrate appropriate relationships with one another.'