

Personal, Social, Health and Economic (PSHE) Education Policy including the Relationship Education Policy - September 2020

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2 and Health Education. The Department for Education published Statutory Guidance for Relationships Education and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

Statement of intent

At Iqra Primary School Personal, Social, Health and Economic Education (PSHE) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

It is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, social, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

Our PSHE curriculum has discrete PSHE lessons as well as filtering the skills throughout many aspects of school life. This will be implemented by creating a programme of study that is bespoke to our school and all our children. There are three main core themes of our PSHE programme of study which focuses on **Relationships Education, Health Education and Living in the Wider World.**

Relationships Education will include:

- Families and close positive relationships
- Caring friendships
- Respectful self and others
- Managing hurtful behaviour and bullying (including online relationships)
- Safe relationships

Health Education will include:

- Mental Health and Wellbeing
- Healthy Lifestyles (Physical health and fitness)
- Drugs, alcohol and tobacco
- Keeping Safe (including Basic first aid)
- Ourselves, growing and changing

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Living in the Wider World will include:

Shared Responsibilities: Respecting rights and responsibilities

Economic Wellbeing: Money Matters; Aspirations, work and career

Media Literacy and digital resilience

Communities (One World): British Values

Our PSHE Curriculum

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Iqra Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. PSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

➤ Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

➤ Key Stage One and Two

Within Key Stage 1 and Key Stage 2 PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Iqra Primary School (**Relationships Education, Health Education and Living in the Wider World**). Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

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Implementation through Assessment, Recording, Reporting and Monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the School.

The PSHE subject leader will ensure staff are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings, Healthy Schools and PSHE network meetings. The PSHE lead will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Relationships Education

Relationship Education is a statutory component of the new 2020 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, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Our inclusive Relationships Education curriculum forms a core part of our comprehensive Personal, Social, Health and Economic Education (PSHE) curriculum and supports the objectives set out by the PSHE Association which meet the statutory requirements (2020). The curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). Our teaching of Relationship Education will be firmly embedded in our PSHE framework, as it is an essential part of nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

Purpose and Principles of Relationships Education

At Iqra, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons 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. Our teaching of Relationship Education will be within the context of the Islamic faith and in accordance with Islam's moral teachings. It will emphasise the central importance of marriage, and the family whilst acknowledging that all humans have a fundamental right to have their life respected.

As a school, we aim to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

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.

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

- the knowledge and understanding of what makes for good relationships with others
- the ability to make informed choices regarding personal and social issues through building their

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resilience and coping strategies

- an understanding of their rights and responsibilities as active members of a democratic society so that they become responsible members of their school and wider communities
- an awareness of the process of growing up and the changes they and others will experience
- the ability to respect and tolerate other faiths, beliefs and groups, including the protected characteristics

The Relationships Education programme in our school will be led by Ms Maher (Head Teacher) and the school governor responsible for the Relationships Education programme is Zafar Ali. All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by Ms Maher (Head Teacher) and Ms Hersi (PSHE Lead).

Safeguarding

Teachers are aware that effective Relationship Education teaching, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in her absence, their deputy.

Safeguarding lead: Ms Dhillion

Safeguarding deputy: Ms Ikram/ Ms Marsh

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Engaging Stakeholders

We recognise that parents and other carers are the primary educators of their children. We are committed to working closely with parents and carers and we do this by parental workshops, parental questionnaires and the school website. Parents/carers can visit the school website on <https://www.igrprimary.com/curriculum/pshe/> for full details of the PSHE and Relationship Education curriculum.

Statutory Regulations and Links to Other Policies

Statutory Documents:

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(2020)

Children and Social Work Act(2017)

Links to other policies:

Behaviour

Anti-bullying

Child Protection and Safeguarding

Online safety

SEND inclusion

Healthy Schools

Visitor

Teaching and Learning Policy

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Reviewing this Policy

This policy will be reviewed on an annual basis by the Head Teacher and Governing body. This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.

Next Review: September 2021