Personal, Social ,Health and Economic Education (PSHEE) Policy

**To include the Relationship and Sex Education (RSE) Policy**

**General Introduction:**

Personal, social, health and economic Education is an integral part of the Waldorf Curriculum and is fully integrated into our general approach to the education and across many subjects. We strive to develop the `Whole and Healthy Human Being` at Elmfield, and this lies at the heart of Waldorf Education. An explicit PSHEE curriculum serves to further this overarching aim.

Waldorf Education at Elmfield strives to develop rounded, competent young people with a healthy self – esteem who are able to discover purpose and direction in their lives as well as consider the well - being of others and to act constructively for the good of the World. This is fostered implicitly through the curriculum and in the relationships between staff and pupils but is also taught explicitly through our PSHEE and RSE curriculum.

**SMSC (Spiritual, Moral, Social and Cultural Education) Religious Education British Values, Equality and Diversity:**

Within our curriculum diversity is celebrated and the major epochs of Civilisation, Religions and Development of Consciousness is embedded in the themes of Main Lesson and other subjects. Our ethos embodies the nurturing and development of the unique Individuality of each person and part of that is fostering respect for others, their outlook on life and the world, and seeking to develop their own values as well as respecting and British Values and Elmfield`s values. We seek to nurture enquiring minds with empathetic, caring hearts of individuals who will become citizens of initiative in the world.

**Ten principles of effective PSHEE education:**

These are the ten principles of PSHEE education as outlined by the PSHE Association, with which we at Elmfield school concur:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHEE education programme.
2. Plan a `spiral programme` which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHEE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHEE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHEE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHEE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

**Aims and Objectives of PSHEE:**

* To enable pupils to understand the importance of PSHEE in order that they may take their place in society as informed independent and responsible individuals throughout their lives.
* To encourage pupils to respectfully consider the needs, opinions and rights of others.
* To foster a growing awareness of moral values, enabling pupils to accept responsibility for their own actions and to nurture the pupils` empathy qualities.
* To enable pupils to reach their full potential and on leaving Elmfield be able to make informed, realistic and responsible decisions by providing them with the guidance, advice and information necessary.

**Statutory Guidelines for PSHEE and RSE**

Under the Education Act 2002 all schools must provide a balanced, broadly based curriculum which:

* Promotes spiritual, moral, cultural, mental and physical development of pupils at school and of society
* Prepares pupils at school for opportunities, responsibilities and experience of later life.

The 2006 Education and Inspections Act places a duty on the Governing Bodies (at Elmfield, this is called our Council of Management) to

-promote the wellbeing of pupils at school.

The Department of Education`s revised statutory guidance now states that as from September 2020 (now revised to Spring 2012) all schools must deliver

-Relationship education (primary age: Elmfield`s Transition class up to class 5)

-Relationship and Sex Ed (secondary age: Elmfield`s class 6 and above)

Statutory guidelines for PSHEE fall under the following areas for classes 6 – 11

**Personal Wellbeing**

Personal Identities

Healthy Lifestyles

Risk

Relationships

Diversity

**Economic Well - being and Financial Capability**

Career

Capability

Risk

Economic Understanding

**Early Years**

This policy includes the Early Years, children aged from 3-6 (Nursery, Kindergarten and the Transition year (Reception year).

The content and objectives of this curriculum in the Early Years are integralto the whole of the Early Years` curriculum. It is commonly known as PSHD and physical development.

**Content**

Health and Self care : appropriate dress for the season; independent toileting and dressing; Healthy eating; Healthy Rhythms and routines

Self Confidence and self awareness: Playing safely and cooperatively; Asking for help, knowing who to ask for help; trying out new ideas, safe risk taking.

Managing feelings and behaviours: Self regulation of emotions and behaviours; listening to their own feelings and those of others; cooperation and negotiation.

People and Communities: Accepting others for who they are; cultural and social diversity.

E-Safety.

**How the content is delivered:**

It is integral to the daily/weekly rhythms of the Early Years.

`Teaching in the moment`: responding to what the child and situation brings and to bring out the teaching point within the situation which links to the PSHEE/RSE objectives.

Conversations and teaching points are guided by the teacher and come out of the regular activities within the Early Years Dept,

With older children some issues are brought more explicitly.

Alongside this, many of issues are also explored in terms of parental involvement and education.

**Parents`/Carers` Right to withdraw**

The parents/carers have the right to withdraw pupils from RSE at Primary and Secondary age for aspects of Sex Education which are not part of the Science curriculum and the parents/carers will be informed of what is being taught to our pupils via policy documents, parent mail and consultation evening with teachers and parents/carers. We will invite feedback from our parent body on the policy and the planned programme. If a parent/carer wishes to withdraw their son/daughter from the sessions on Sex Ed, they must do so in writing and discuss this with the PSHE coordinator and Education Lead. If a pupil has been withdrawn from the RSE sessions (aspects of Sex Ed only) then two terms before their sixteenth birthday the pupil has the right to join the sessions with Sex Ed.

The school will ensure pupils are taught in a way that reflects and supports our Waldorf ethos and is respectful of the age, cultural background and learning needs of all pupils.

**Procedure for withdrawal**

A written request for withdrawal from the sex education part of the curriculum should be sent to the Education Manager and the PSHEE Lead and a meeting will be arranged to discuss the request.

**Aims and Objectives of the Relationships and Sex Education programme:**

* To provide an age appropriate programme of study which will awaken the pupils to the changes and subsequent choices these bring as they journey through childhood and puberty towards adulthood.
* To ensure the teaching of human growth and reproduction as set out in the Waldorf curriculum.
* To complement and support the role of parent/carers in educating their children about relationships and sexuality; recognising that the prime responsibility for bringing up children lies with the parents/carers.
* To provide a formal counterbalance to the informal learning – from television, radio, magazines, social media, jokes and other sources.
* To enable our pupils to develop healthy, responsible and respectful relationships.
* To enable our pupils to have a healthy self - respect and to feel empowered in personal and intimate relationships.
* To enable pupils to acquire the skills and knowledge to make informed choices about their personal and sexual relationships so that they can develop their sexuality without harm.
* To ensure that RSE remains an integral part of the curriculum, taught

with the right emphasis within an appropriate context. This will be provided inclusively and to all pupils.

When required, this programme will be delivered by experts in planned sessions with a teacher present.

**Teaching and learning methods and how PSHEE/RSE is organised**

PSHEE/RSE will be taught explicitly in a weekly lesson by a dedicated teacher. There will be some content which comes under Main Lesson content, taught by the class teacher or the upper school specialist teacher. The PSHE coordinator will map and monitor this on a termly basis to ensure the content is covered. The PSHEE teacher coordinates with the class teacher/guardian as to what content is taught and when as there might be particular issues arising for a class or `better timings` for certain subjects within a particular year.

Specialist expert speakers will sometimes be called on to teach the pupils on a specific topic with a teacher always present.

**Policy Development**

This policy was developed in consultation with staff, pupils and parents through the Upper school student council and email consultation with parents/carers and discussion with staff at College Meetings (our pedagogical Development Meeting).

**Roles and Responsibilities**

The Council of Management at Elmfield will hold the Education Lead and the Chair of the College of Teachers to account for the implementation of this policy.

The Education Lead and the Chair of College are responsible for ensuring that the PSHEE/RSE curriculum is taught consistently across the school.

The PSHE Coordinator will oversee the weekly teaching of the curriculum by other teachers and will teach much of the curriculum on a weekly basis themselves

**Links to other curriculum areas**

Science

Main lessons, specifically : Human and Animal; Life Cycles; Biology Main Lessons in upper school; Business maths in class 6; Health and Hygiene in class 7.

**Related Policies**

Safeguarding

E safety

Media and acceptable use

Anti bullying

Behaviour

**Policy created**

January 2020

**Date of next Review**

June 2021

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