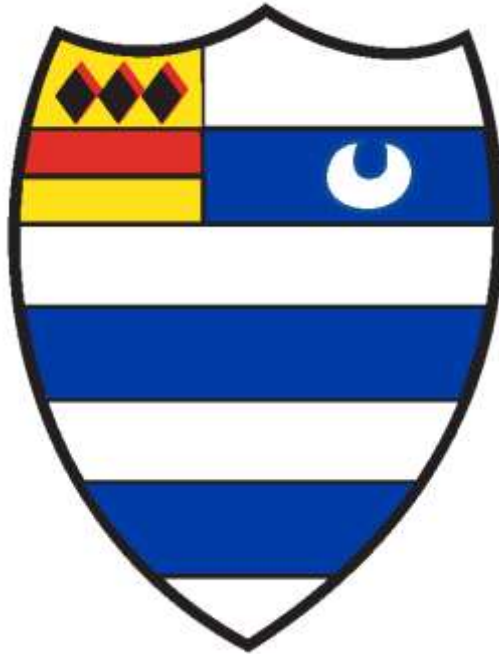


# Stanford Junior and Infant School



## **PSHE (Personal, Social and Health Education) Policy**

*“Living Together,  
Learning Together”*

Approved by Policy Committee:  
Last Review:  
Date of next Review:

July 2019  
N/A  
July 2022

**Stanford School**  
**PSHE (Personal, Social and Health Education)**

**PSHE at Stanford**

- PSHE education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- Through PSHE teachings, we aim to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.
- PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve, it makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

**Delivery**

At Stanford we will be following guidance from the DfE PSHE Programme of Study and the PSHE Association to deliver weekly PSHE sessions in each year group, alongside focused assemblies and external visits from appropriate visitors.

**Curriculum Overview**

The programme of study is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1 - Health and Wellbeing
- Core theme 2 - Relationships
- Core theme 3 - Living in the Wider World

For further details on End of Key stage Expectations for KS1 and KS2 PSHE, please see 'PSHE Curriculum Coverage KS1 and KS2' document.

### **RSE (Relationship and Sex Education)**

RSE is a curriculum area in primary schools, with statutory effect from September 2020. Teachers embed key themes surrounding Relationship Education (RE) throughout the year through PSHE lessons and also in many cross curricular ways. Staff work alongside 'Big Talk' to deliver Sex Education (SE) in the Summer Term. For further details, please see the RSE policy and long term planning document.

### **Assessment**

PSHE is not a formally assessed subject. Staff will use Pupil Voice, knowledge of the children and regular class and targeted group discussions to ensure that the delivered curriculum is understood and any misconceptions are addressed. Staff will follow the LTP document for PSHE to provide opportunities for all areas of the curriculum to be covered.

### **Equal Opportunities**

Teachers aim to ensure that all pupils have access to the PSHE curriculum and have the opportunity to experience success and to fulfil their individual potential in line with the schools Equal Opportunities Policy.

### **Inclusion**

We value the diversity of individuals within the school and believe that every child matters. All children at Stanford Junior & Infants School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We follow whole school procedures for children with special needs and disabilities and follow the DSEN code of practise 2014 (see separate policy). Mrs Emma Hill, is the named Inclusions manager and all concerns are discussed with her.

### **Prevent Duty Statement**

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone

should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching in Foundation Stage

## **FGM**

### **FEMALE CIRCUMCISION & CUTTING**

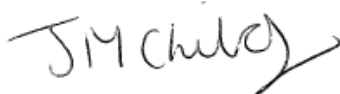
It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

**Signed By**

**Chair of Governors:**



**Date:** 17<sup>th</sup> July 2019

**Headteacher:**



**Date:** 17<sup>th</sup> July 2019

<b>Review Date</b>	<b>Amendments</b>	<b>Approved Date</b>
July 201	Policy written by K Marsden	17/07/19