

Meldreth Primary School Curriculum Statement

Subject: Personal Social Health Education

Last updated: March 2015

Purpose of study:

We believe that PSHE is an important and necessary part of all pupils' education. Our PHSE Development Programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our approach to PSHE draws on good practice, and closely follows government guidelines on best practice. PSHE is a non-statutory subject which we choose to teach because we think it is important. We particularly ensure that we equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions, and meet the statutory government guidance for our taught age groups concerning: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Our PHSE programme helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported.

Aims:

The aims for PSHE education are to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Content:

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands themes:

Myself and My Relationships - including emotional wellbeing, beginning and belonging, antibullying, family and friends and managing change.

Healthy and Safer Lifestyles – including personal safety, drug education, sex and relationship education, healthy lifestyles and safety contexts (including road safety).

Citizenship – including diversity and communities, rights, rules and responsibilities and working together

Economic Wellbeing – including financial capability

Fordham Primary School Curriculum Detail 2015

Sex and Relationship Education (SRE)

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained schools. When any school provides SRE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty.

Our aims for SRE

All adults will work towards achieving these aims for SRE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- value, care for and respect their bodies □ access additional advice and support

Delivering our SRE Curriculum

Some elements of our SRE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider SRE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of SRE.