



**EDGEBOROUGH SCHOOL**

**Edgeborough ARK (PSHE) Policy**

(including EYFS and Boarding)

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## Context

‘ARK’ as a subject area and discipline represents Edgeborough’s values of Adventure, Responsibility and Kindness. It also encompasses our PSHE curriculum and delivery.

- This document is a statement of the aims and principles for the teaching and learning of ARK/PSHE at Edgeborough.
- This document will show the subject content covered across the school.
- This policy will be reviewed annually through a process of consultation with teaching staff and school management.

Edgeborough employs the Early Learning Goals in the EYFS and the PSHE Association’s Programme of Study from Years 1 – 8 to cover all statutory PSHE and RSE content as guided by the Department for Education’s ‘Personal, Social, Health and Economic Education’ (2021) and ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ (2019, updated 2021).

This policy should be read in conjunction with Edgeborough’s Relationships, Sex and Education (RSE) Policy.

## Mission Statement

ARK (PSHE) at Edgeborough is designed to promote the ethos and values of the school and encourage children to treat others as they would like to be treated. The foundations of the programme are: kindness, respect, inclusivity and self-awareness.

## Aims & Objectives

The aim of the ARK (PSHE) programme at Edgeborough is to help the pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, the ARK (PSHE) education programme develops the qualities and attributes pupils need to thrive as individuals and as a member of a local and global community.

The Edgeborough ARK (PSHE) programme aims:

- a. To equip the pupils with the knowledge, understanding, skills and strategies to live a healthy, safe, productive and balanced lives.
- b. To encourage pupils to be enterprising and support them in making effective and positive transitions and learning choices.
- c. To help pupils to become reflective and to clarify their own values, beliefs and attitudes and to critically reflect on the values, beliefs and attitudes around them.
- d. To help build pupils self-knowledge, self-confidence, resilience and self-esteem and to identify and manage risk so that pupils feel confident in making informed choices and to be able to understand what influences their decisions.
- e. To help pupils to recognise, accept and shape their identities and to understand and accept difference and change.
- f. To help pupils to understand and manage their emotions and to communicate constructively in a range of settings.

- g. To help pupils develop empathy and maintain positive relationships and to help develop the essential skills needed for future employability and to enjoy and manage their lives.
- h. To help pupils to understand the difference between right and wrong, and to understand and respect the need for rules and laws.
- i. To encourage pupils to accept responsibility for their actions, to show initiative and to understand how they can positively contribute to both the school and the wider community.
- j. To enable pupils to have an understanding and respect the public institutions and services of the United Kingdom.
- k. To develop tolerance and harmony between different cultural traditions and by enabling pupils to acquire an appreciation of and respect for their own (with particular focus on British values) and other cultures.
- l. To help pupils to understand and develop respect for what a democratic society is and the processes that it involves.
- m. To have pupils gain a basic understanding of fiscal matters, allowing them to function with responsibility and thrive in an economic environment.
- n. To instil an understanding that the above aims and skills all relate and should be applied to online mediums, networks and interactions.
- o. To provide students with the confidence, knowledge and awareness to keep a healthy and safe online presence, including aspects of content, contact, conduct and commerce.

### **Moral Framework**

The ARK (PSHE) programme at Edgeborough School reflects the school ethos and values, and demonstrates and encourages the following:

- a. Respect and understanding of oneself;
- b. Respect and kindness towards others;
- c. Responsibility for their own actions;
- d. Responsibility for their family, friends, schools and wider community.
- e. Celebration and appreciation of diversity.

### **Equal Opportunities Statement**

Edgeborough pays special regard to the protected characteristics under the Equality Act 2010. The school is committed to the provision of ARK (PSHE) to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds, disabilities, genders and sexual orientation. Dedicated time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from LEAP or other appropriate staff.

### **Reviewing and Monitoring**

An important part of ARK (PSHE) (including RSE) teaching is that we learn where the pupils' starting points are and build from there. Continual monitoring through discussion, observations and other forms of work enables the teacher to develop the most appropriate learning opportunities to suit the pupils.

In ARK (PSHE) (including RSE) we look to monitor and observe:

- The children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

### **Controversial and Sensitive Issues**

During ARK (PSHE) controversial and sensitive issue can arise. Staff are aware that personal views around some topics covered under the ARK (PSHE) curriculum are varied. However, while personal views are respected, all ARK (PSHE) issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Confidentiality**

Due to the nature of the topics covered in the ARK (PSHE) program, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

### **Resources**

Resources for ARK (PSHE) (including RSE) are saved on Teams. Physical resources are also kept with the Head of ARK (PSHE).

The school is a member of the PSHE Association, this is an excellent source of information and support, which is endorsed by the Department for Education. It includes curriculum guidance, lesson plans, resources and continuing professional development (CPD) training.

It is the department's view that keeping the resources up-to-date and relevant is important in delivering a successful ARK (PSHE) (including RSE) programme and these are reviewed and updated regularly by different members of the ARK (PSHE) (including RSE) department and leadership team.

### **The Role of the Head of ARK (PSHE)**

- Take a lead in policy development and ensure continuity and progression.
- Support colleagues in their planning and teaching of ARK (PSHE).
- Monitor and observe the teaching of ARK (PSHE).
- Advise the school leadership on future action.
- Take responsibility for the purchase and organisation of central resources for ARK (PSHE).
- Keep up-to-date with developments in the teaching of ARK (PSHE) and disseminate information to colleagues as appropriate.
- Collaborate with the Head of Computing and DSL to ensure that the ARK curriculum encompasses all aspects of online safety.