



Redesdale Primary School

Personal, Social, Health & Economic (PSHE) Education Policy

Policy reviewed:	November 2021
Policy review date:	November 2024



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Education Policy

IMPACT

Introduction

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our pupils with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our PSHE Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of PSHE within the broad and balanced curriculum offered at Redesdale Primary School.

Our Curriculum Drivers are strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem, emotional intelligence and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in our children and promote the fundamental British values in their lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

At Redesdale Primary we provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes fundamental British values. We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

By using the PSHE Association Programme of Study we will ensure the children develop the following skills and attributes;

Personal Effectiveness:

- Self-improvement through self-reflection, constructive feedback and goal setting. Identifying unhelpful thinking traps (e.g. generalisation and stereotyping)
- Resilience and self-regulation, self-organisation and strategies for accessing support
- Clarifying and re-evaluating own values in light of new learning and recalling and applying knowledge in new situations
- Developing and maintaining self-confidence, a healthy self-image, self-worth, assertiveness and self-respect

Interpersonal and social effectiveness:

- Empathy and compassion, respect for others' right to their own beliefs, values and opinions
- Skills to evaluate arguments and opinions of others
- Skills for employability – Active listening and communication, team work, negotiation, leadership skills and presentation skills
- Enterprise skills and attributes (aspiration, creativity, goal setting, identifying opportunities and taking positive risks)
- Valuing and respecting diversity
- Using the skills learnt to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above):

- Identification, assessment and management of positive and negative risk to self and others
- Formulating questions as part of an enquiring approach to learning and analysis to separate fact and reasoned argument from rumour, speculation and opinion. Assessing the validity and reliability of information
- Identifying links between values and beliefs, decisions and actions
- Making decisions

The Overarching Concepts, Essential Skills and Attributes developed through PSHE Curriculum (taken from PSHE Association Toolkit – November 2017)

To ensure our PSHE curriculum supports our children to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we implement the three core themes of the PSHE Association Programme of Study. Relationships Education and Health Education are embedded within the PSHE curriculum. These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. When planning a scheme of work for PSHE education, we ensure there is a balance of these overarching concepts.

IMPLEMENTATION

The Organisation of the PSHE Curriculum

Our PSHE Subject Leaders are Mrs T. V. Flannaghan and Mrs J. Simmons. They are responsible for the overall planning, implementation and review of the PSHE programme. They monitor the planning and delivery of content, provide appropriate resources, and offer guidance and support in the delivery and assessment of PSHE. The PSHE Subject Leaders will endeavour to keep up-to-date with materials and guidance for PSHE, in line with other curriculum areas. The school will support this by affording them regular opportunities for appropriate training. They may lead, organise or inform staff and the wider school community of training and current issues.

We base our PSHE Curriculum on the PSHE Association. The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs. We have used the Programme of Study to inform our Long-term planning, however there are some areas we have adapted to meet the needs of school community.

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

We have designated PSHE curriculum times each week, which provide focused opportunities for raising specific issues in a safe and structured session. Cross-curricular links, when appropriate, will also be delivered in other curriculum areas, for example: Science, Computing, RE, PE and History.

PSHE is also delivered as an integral part of school life and in a number of ways:

- We will promote respect for ourselves, others and school property through our consistent school Positive Relationships Policy & Procedures;
- We tackle inappropriate behaviour in a fair and systematic way;
- Collective worship will be linked, whenever possible, to the relevant PSHE theme for that half-term;
- Pupils' achievements will be praised and rewarded in Assembly weekly;
- Opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the Class Teacher;
- All subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. P.E, Science, R.E and computing;
- Through special activities and events, for example workshops tackling specific issues, such as bullying, visitors to our school to support learning and residential trips where pupils will be given the opportunity to work together in a different context;
- The Pupil Voice group committees give an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues;

The PSHE Subject Leaders have created Relationship Sex and Health Education Grids for each year group which show the appropriate learning platform for each Learning Objective.

PSHE organisation in the Early Years

The Early Years PSHE curriculum has been designed in conjunction with the Early Learning Goals and to link with the three core themes detailed above. We have set out the PSHE progression plan to show how the KS1 curriculum will continue on from learning carried out in the Early Years, however, the way in which PSHE in the Early Years is implemented will differ due to requirements of younger children. We have created a separate progression plan for the Early Years to show how the learning will be carried out and repeated over the course of the academic year rather than in specific termly segments.

Staffing

Class Teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs, are in the best position to deliver most PSHE. Therefore, it is our aim that all teachers will be able to deliver the curriculum in their class, with support and training when needed.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme. Visitor sessions always complement the existing PSHE provision and never replace or substitute teacher-led curriculum provision. The lessons are prepared with the visiting speaker and the Class Teacher will remain with the class at all times.

Training and Development Needs

The PSHE Subject Leaders will receive appropriate training to update knowledge and access resources. PSHE Subject Leaders will share knowledge with all staff and governors whenever necessary. Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting and on issues related to confidentiality and child protection.

Teaching and Learning

Teachers and staff will use a range of strategies to deliver PSHE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and health. These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment
- Determining pupils' prior knowledge/starting points by implementing baseline activities from the PSHE Association Programme in order to plan
- Using 'distancing' techniques
- Knowing how to deal with unexpected or difficult questions or comments from pupils
- Encouraging reflection

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the aims and objectives of PSHE. Care is taken to ensure resources

comply with the school's Single Equality Scheme and are age appropriate and in line with the school's values.

Managing Difficult Questions

We recognise that some aspects of PSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community. However, personal beliefs and attitudes will not influence the teaching of PSHE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask explicit or difficult questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age appropriate way. Questions do not have to be addressed at the time and where appropriate can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Headteacher if they are concerned. An anonymous question box is advisable and 'open question' sessions should be avoided. In this way, pupils will be offered reassurance and will have misinformation corrected.

IMPACT

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in the DfE Development Matters; non-statutory curriculum guidance for the EYFS) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos which can be recorded on Target Tracker.

In KS1 and KS2, class teachers provide feedback to pupils both verbally and in written form. This is subject-specific with the aim of developing and challenging children's knowledge, skills and understanding in PSHE.

Self-assessment by the pupils is through discussion and revisiting baseline assessment, where children can record how they feel about their own progress.

Children's work is recorded in an online folder on Seesaw and in their PSHE work books.

Equal Opportunities and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, gender identity, faith, race, culture, ability or personal circumstance. Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in PSHE. Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or

learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Promoting a healthy lifestyle - we strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day
- Organising sporting events including a sports day
- Offering a range of after-school clubs, such as netball, football, multi-skills, dance clubs
- Providing fresh fruit daily and free milk for children under 7 years
- Offering literature and creating displays promoting a healthy lifestyle
- Giving curriculum space to mindfulness and mediation techniques to promote a calming learning environment

Monitoring and Evaluation

The review and monitoring of this policy is the responsibility of the PSHE Subject Leaders and will include:

- Review of planning and guidance.
- Learning Walks and Lesson Observations
- Liaison with Class Teachers
- Pupil interviews and work scrutiny
- Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Teachers and pupils will evaluate the lessons to aid future planning
- Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, children will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and 'Childline'.

Teachers and support staff are aware that teaching PSHE can lead to pupil disclosures of possible abuse. All staff and visitors involved in the delivery of PSHE are also clear that they cannot offer or give unconditional confidentiality to children in the school. All staff are aware of school child protection procedures and that any concerns must be reported to the Designated Safeguarding Lead. (see RPS Safeguarding and Child Protection Policy)

Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of PSHE. We are confident that good communication and sharing our philosophy, aims and purpose of PSHE will enable parents/carers to support our programme.

Reviewing the Policy

This policy will be implemented and delivered by all staff. Parents and carers will be informed about the PSHE policy by email and it will be available to view on the school website.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.

Links to Other Policies

This policy should be read alongside all policies but more specifically:

- Safeguarding and Child Protection Policy
- Relationships, Sex & Health Education Policy
- Anti-Bullying Policy

