



The Shade Primary School

PSHE Policy

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1 Context

This policy supports a whole school approach to PSHE (Personal, Social, Health and Economic Education) in the curriculum and is consistent with current legislative frameworks and non-statutory guidance.

1.1 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

‘Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.’

1.2 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider PSHE curriculum. This policy should be read in conjunction with the Relationships Education Policy.

1.3 Wider Context

Our approach to the teaching of PSHE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to ‘Behaviour and Attitudes’ and ‘Personal Development’.

1.4 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils’ wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE is a significant part of our response to these duties.

2. Intent

PSHE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It 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 aims.

PSHE 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, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

Our PSHE curriculum reflects our school ethos in ensuring everyone feels ‘safe, happy and secure’ and aims to:

- Enhance skills for communication, empathy and healthy relationships which underpin success in learning and relationships

- Support the development of resilience, self-esteem, self-efficacy and aspiration
- Offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- Explore the relevance of knowledge for personal situations and decision making
- Offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Understand how society works and the laws, rights and responsibilities involved.
- Encourage a caring attitude towards and responsibility for the environment

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3. Implementation

3.1 Our PSHE Curriculum

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum.

Our PSHE programme is delivered through a variety of opportunities for children, including:

- Designated timetabled lessons in PSHE.
- Subjects across the curriculum, e.g. science, English, RE, computing.
- Enrichment weeks/days, e.g. Anti-Bullying Week, Children's Mental Health Week
- Visitors, e.g. dental nurse, PCSO, career talks, road safety visits.
- Residential and day visits.
- Assemblies on our school's values.
- Small group interventions, e.g. social skills groups.
- Nurture groups
- Nurture support during wrap around care
- Planned opportunities during morning and lunch break.

We recognise that PSHE is best taught by adults who know our children well. PSHE will primarily be taught by the class teacher, supported by other members of staff where appropriate. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school.

We use the Cambridgeshire PSHE Scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, as well as contributing to different subject areas in the National Curriculum.

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

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

3.2 Curriculum Delivery

A wide range of teaching methodology is used in teaching the PSHE curriculum. The focus is on interactive and collaborative learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

3.2.1 Ground Rules

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

3.2.2 Answering Questions

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead or Headteacher. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

3.3 British Values

The DfE reinforce the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At The Shade Primary School these values are reinforced regularly and taught explicitly through PSHE as well as through Religious Education. We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through our daily assemblies, our whole school systems and structures such as running a successful School Council. We also actively promote British Values through ensuring that our curriculum planning and annual calendar

of extra –curricular events include real opportunities for exploring these values, for example Remembrance Day.

3.3.1 Democracy

Democracy is an important value at our school. Pupils have many opportunities for their voices to be heard including through our school council. Elections of council members are based on individual pupil votes. Voting takes place following the presentation of manifesto speeches by nominated candidates.

Pupil Voice is gathered on an annual basis for children to feedback their experiences and feelings about teaching, learning and school as well as children sharing their ideas about how to improve school.

Children have other opportunities to contribute to school life through areas that interest them such as sports leaders, Science ambassadors and Eco Warriors. Children are able to apply for these roles each year depending upon the areas of responsibility for the year group.

3.3.2 Individual Liberty

Within school, our children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through the provision of a safe environment and empowering curriculum, all our pupils are encouraged to know, understand and exercise their rights and responsibilities. They are advised and guided in how to make safe choices, for example through our e-safety teaching, PSHE lessons and assemblies.

Through the choice of participation in a wide range of extra-curricular clubs as well as through every day learning challenges, our pupils are given the freedom to make choices.

3.3.3 Mutual Respect

The Shade Primary School values the importance of developing appreciation of respect for the pupils own and other cultures. We will promote tolerance and harmony between different cultural traditions and faiths. All staff, during their induction, will be informed that they must present a balanced view to culture and religion.

3.3.4 Acceptance of those of Different Faiths and Beliefs

The Shade is a small rural primary school situated in an area of limited cultural diversity. We are aware of the need to promote pupils' understanding of their place in a culturally diverse society. Assemblies, RE and PSHE lessons provide regular opportunities to discuss and address prejudice and prejudice-based bullying. The inclusion across the curriculum of stories, visitors, events and celebrations from a variety of faiths and cultures, support the development of learning, understanding and tolerance within classes and across the school.

3.4 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils. Our approaches to teaching and learning take into account the ability, age, readiness and cultural and faith backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- Their level of vulnerability.
- Their need to develop assertiveness and their sense of self.
- The need for a range of approaches to teaching and learning to ensure they are genuinely inclusive.

- Sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

Staploe Education Trust has an Equality policy. Every child should be given the opportunity to take part in all aspects of the PSHE curriculum with equal respect with regard to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

The Shade Primary School is part of an inclusive and diverse community in which all those connected to the school feel proud of their identity and ability to fully participate in school life knowing they belong to our school family. We strive to create foundations for an inclusive society that embraces difference and teaches an acceptance and respect of people who are different to ourselves.

3.5 Confidentiality and Safeguarding

The delivery of high quality PSHE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHE. Adults will ensure that children understand what they may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

3.6 Related Policies

This policy is also linked to and is delivered in the context of the following policies: Relationships Education (including sex education), Positive Behaviour, Safeguarding and Child Protection, Anti-Bullying, SEND, Equality and ICT, Internet, Cyber Security and Acceptable Use.

4. Impact

Assessment, Recording, Reporting

In PSHE there are two broad areas for assessment and evidence:

- 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.
- Children can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, managing conflicts, making decisions and promoting positive relationships. Assessing skills development is the basis upon which all other PSHE assessments are built. Assessment is as essential to personal and social development as it is to any other learning processes.

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

Assessment tools are provided in the Cambridgeshire Primary Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work and will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

Progress and development in PSHE may form part of conversations at parents' evenings and be reported at the end of year.

5. Involving the Whole School Community

5.1 Working with Staff

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

Staff members are informed about the location and content of policies that apply throughout the school.

The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHE, which may include ensuring appropriate training opportunities.

5.2 Engaging with Pupils

If PSHE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

- We will involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHE lessons within our planned themes.
- We will utilise school council/class council/whole school assemblies to engage with children on key areas of whole school development.

5.3 Working with the Advisory Body

The Advisory Body as a whole play an active role in monitoring, reviewing and developing the policy and its implementation in school.

5.4 Communicating with Parents and Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHE. We encourage this partnership by:

- Informing parents/carers through curriculum newsletters and on our website of forthcoming PSHE topics and their content.
- Informing parents/carers about aspects of the PSHE curriculum through leaflets e.g. road safety tips and information about anti-bullying.
- Signposting parents/carers to sources of supportive information and advice.
- Inviting parents/carers to discuss their views and concerns about PSHE on an informal basis and prior to teaching our relationships and sex education programme.

This policy is available on the Trust website and a copy may be provided on request.

5.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety). Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- Charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need).
- School clubs.
- Links with local services (e.g. visits from the Police Community Support Officer, nurses, Asda.).
- Soham Carnival and Soham Pumpkin fair.

6. Monitoring, Review and Evaluation

6.1 The Process for Development and Review

This policy has been drawn up in consultation with all staff, parents/carers, children and the school's Advisory Body.

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHE that responds to children's needs (identified through consultation, research or observation) is in place.
- There are clearly identified learning objectives for all PSHE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and the Advisory Body is evaluated.
- Policy and practice are reviewed regularly and involves staff, the Advisory Body and, where appropriate, children.

- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions.
- Our website reflects our provision in PSHE.

This policy will normally be reviewed annually however this review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.