



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

Isleham Church of England Primary School

1 Context

This policy supports a whole school approach to PSHE 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 Personal, Social, Health and Economic (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 church school ethos 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.

2. Implementation

2.1 Our PSHE Curriculum

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

visitors, e.g. dental nurse, PCSO, career talks

residential and day visits

assemblies on our school's values

small group interventions, e.g. social skills groups.

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.

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.

2.2 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, Racoon Circles, 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.

2.2.1 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.

2.2.2 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 Head teacher. 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.

2.2.3 Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school. Isleham CE Primary School has a code of practice for using visitors to support the delivery of PSHE:

Visitors are invited in to school because of the particular expertise or contribution they are able to make

All visitors are familiar with and understand the school's relevant policies and work within them

All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance

All visitors are supervised/supported by a member of staff at all times

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

2.3 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 Isleham C of E Primary School these values are reinforced regularly and taught explicitly through Personal, Social, Health and Economic education (PSHE) as well as through Religious Education (RE). 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 the annual election of House Captains and also 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 our annual poppy wreath laying by House Captains at the village Remembrance Day service.

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 and of Year 6 House Captains are based on individual pupil votes. Voting takes place following the presentation of manifesto speeches by nominated candidates. The School Council has its own budget and is able to genuinely effect change within the school.

Children are also able to recommend each other for weekly Head Teacher Awards as well as Frank Cochran cup – given termly to an individual who has consistently displayed ‘good citizenship’. In addition, children have an annual questionnaire through which they are able to put forward their views about the school.

The Rule of Law

The importance of Laws, whether those that govern the class, the school or the country are consistently reinforced through everyday school life, the children’s role in our restorative approach to promoting good behaviour and through school assemblies. Pupils are taught the values and the reasons behind our rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from our local community police officer are a regular part of our calendar and help to reinforce this message.

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.

Mutual Respect

Our school ethos and behaviour policy are based on the core Christian values of ‘respect’ and ‘responsibility’. These values determine how we live and work as a school community at Isleham Primary. Whole school assembly themes are strongly based on Christian values and children and adults alike, including visitors, are challenged if they are disrespectful in any way. As a result, all members of the school community treat each other with respect.

Acceptance of those of Different Faiths and Beliefs

Isleham 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.

At Isleham C of E Primary School we actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

2.4 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.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others.

2.5 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.

2.6 Related Policies

This policy is also linked to and is delivered in the context of the following policies: Relationships Education (including sex education), Behaviour, Safeguarding and Child Protection, Anti-bullying, Collective Worship, Drug Education, SEN and Inclusion, Equality and Diversity, Computing (including E-safety & Acceptable Use policy) and Science.

3. Impact

Assessment, Recording, Reporting

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. 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.

4. Involving the Whole School Community

4.1 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.

4.2 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.

4.3 Working with Governors

We have a named link governor for PSHE who works with and in support of the PSHE Leader: Revd David Cleugh

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

4.4 Communicating with Parents/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 school website and a copy may be provided on request.

4.5 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:

links with the church

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, links with the local surgery)

5. Monitoring, Review and Evaluation

5.1 The Process for Development and Review

This policy has been drawn up in consultation with all staff, parents/carers, children and governors.

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 governors is evaluated.

Policy and practice is reviewed regularly and involves staff, governors 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.

A variety of methods are employed to communicate the key points of the policy and curriculum to the community.

Our website reflects our provision in PSHE.

Last reviewed: 1.9.20

Date of next review: on or before 1.9.21