

Bishop Perrin Church of England Primary School



Personal, Social and Health Education (PSHE) Policy

Non-Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 RATIONALE

PSHE education is a non-statutory subject on the school curriculum. However, Section 2.5 of the National Curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. Relationships Education and Health Education became statutory subjects in September 2020. Both are taught within PSHE; as a school we have decided to name this part of the curriculum Relationships and Sex Education (RSE) in order to highlight the importance of relationships (see RSE policy for further information).

In addition to the National Curriculum Framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.'

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must 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, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'

PSHE education can make a significant contribution to whole-school judgements under the Ofsted Common Inspection Framework, particularly in the areas of safeguarding, personal development, behaviour and welfare, as well as leadership and management. It will be significantly easier for schools to adequately evidence that they are meeting inspection criteria in these areas if they have a planned, developmental PSHE programme in place.

2 AIMS AND OBJECTIVES

This policy is a working document, which provides guidance and information on all aspects of PSHE in school for staff, parents/carers and Governors.

PSHE reflects Bishop Perrin School's aim to provide a caring Christian community in which young people can learn to respect themselves and others, as well as take responsibility for their own actions.

The aims of PSHE are to enable children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues; including online and in the use of drugs
- understand what makes for good relationships with others;
- have respect for others;
- have respect for self;
- be independent & responsible members of the school community;
- be positive & active members of a democratic society, as appropriate to their age and ability;
- develop self-confidence and self-esteem, and make informed choices regarding personal & social issues;
- develop good relationships with other members of the school and the wider community.

3 THE IMPORTANCE OF PERSONAL SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PSHE and Citizenship helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Through this, PSHE gives all pupils an opportunity to develop the skills and knowledge they need to thrive now and in the future. It helps pupils prepare for all of the opportunities, challenges, life decisions and responsibilities they may face.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

4 THE FRAMEWORK FOR PSHE

The knowledge, skills and understanding to be taught are grouped into six key themes. These themes (which may overlap) are built upon in each year group in a spiral curriculum:

1. Rights and responsibilities
2. Money
3. Health
4. Feelings and friendship
5. Safety and risk
6. Identity

5 TEACHING AND LEARNING STYLE

At Bishop Perrin we use a range of teaching and learning styles. We place great emphasis on active learning by including children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship including charity fundraising, School Council meetings, involvement with various enterprise opportunities and local churches. Circle time activities provide children with a platform for discussing problems and difficulties; children are encouraged to participate in discussions to resolve conflicts.

We also offer the children the opportunity to hear visiting speakers such as health workers, police and representatives from places of worship within our local area, whom we invite into the school to talk about their role in creating a positive and supportive local community. Such visits are used to enhance the curriculum. Good teaching relies on using appropriate methods for the aim of the lesson. All teachers are encouraged to develop a repertoire of flexible, active learning methods which might include:

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- Drama and role-play.

6 EQUAL OPPORTUNITIES AND DIFFERENTIATION

At Bishop Perrin we are committed to the provision of PSHE for all pupils regardless of their gender, race, ethnicity, religion or ability.

Staff planning and delivering PSHE and Citizenship lessons always consider differentiated learning when choosing activities. They will plan for all the needs of the pupils within their class in order to allow them to access all the information they need from the lessons, no matter what their ability levels are.

7 CURRICULUM DELIVERY

PSHE cannot always be confined to specific timetabled time. Units of work for PSHE range from 3-6 lessons per half term; all classes will receive at least one hour of PSHE every two weeks. At Bishop Perrin, PSHE is delivered within a whole school approach detailed below:

- Curriculum time through Theme lessons to cover the PSHE Association programme of study for Key Stages 1 and 2. This has been used to create our own school framework for PSHE with topics organised into six themes: rights and responsibilities, money, health, feelings and friendship, safety and risk and identity. The curriculum is organised to be a spiral curriculum so themes are revisited and built upon across a child's time in school. Relationships and Sex Education (RSE) is taught within these units. In EYFS, SEAL (Social and Emotional Aspects of Learning) units have been adapted for use.
- PSHE is also taught through and in other subjects/curriculum areas. Subjects such as Geography, History, RE, Science, English and PE lend themselves to the delivery of PSHE and Citizenship themes in a cross-curricular manner. For example, the delivery of sustainability through Geography and learning about our bodies through Science.
- Through PSHE activities and school events – for example during National weeks (e.g. Anti-bullying Week); school focus weeks (e.g. Healthy Living and Environment Week); residential trips and whole school Worship; whole school charity days (e.g. Red Nose Day), first aid training through the Heartstart project and Borough-organised events (e.g. Junior Citizen Day and Pupil Parliament).
 - Through workshops delivered by outside agencies such as Loudmouth drama workshops (Year 5).
 - Through school-based initiatives- for example, Playground Pals, Lunchtime Monitors and Anti-Bullying Ambassadors.
 - Through safety programmes run through the borough e.g. safe scooter use (Y2), safe walking (Y3) and Cycling Proficiency (Y6).
 - Where possible, the School Spiritual Values are also taught alongside PSHE.

In line with the EYFS curriculum, the fundamental area of Personal, Social and Emotional Development, is taught throughout the Reception year. Through discrete planned activities and via integrated, cross-curricular tasks, the children's social and emotional development is nurtured, extending their social & emotional experiences and preparing them to be actively involved in school life.

8 ONLINE SAFETY

Online safety is integrated into the PSHE curriculum. When the internet is used in PSHE lessons, teachers will remind children about how to use the internet safely. They will monitor and report e-safety incidents in line with the Online Safety Policy.

9 DRUG EDUCATION

At Bishop Perrin School we regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Teachers answer questions about drugs sensitively and appropriately, as they occur. The dominant teaching on drugs occurs in upper KS2 but children from Reception are taught how to remain safe at home, including how medicines can be harmful. Drugs education occurs predominantly in PSHE lessons where children are taught about legal (including alcohol and tobacco) and illegal drugs. Children are taught that drugs can have both beneficial and harmful effects on people's lives. By helping children how to respect their own bodies, our aim is to reduce the likelihood that children will become involved in drug abuse. Our curriculum enables children to consider and discuss the influence that media, culture and peer group

pressure may have. Children are also taught what they should do if they come across drugs, or are aware of other people misusing drugs.

10 ANSWERING DIFFICULT QUESTIONS

It is recognised that PSHE lessons can instigate lots of discussion and questions. Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Teachers will use their skill and discretion in these situations and refer to the PSHE Leader and/ or SLT if concerned.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. They will ensure that lessons are conducted in a manner in which no one involved feels under pressure to respond, and that all questions will be answered as honestly and as accurately as possible. Before the start of a lesson, especially one that may be sensitive or emotive, the teacher will ensure that ground rules are in place so that the teaching and learning can be as effective as possible. See Appendix 1 for advice on dealing with questions.

11 GROUND RULES AND DISTANCING TECHNIQUES

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- In lessons, children will often be encouraged to think about a scenario where a fictitious character has experienced a particular dilemma and comment on what they feel that character should do in that situation. This is used rather than asking the child what they have done themselves in that situation and therefore distances the child.

12 ASSESSMENT AND RECORDING

There are no attainment targets for PSHE but end of Key Stage statements (KS1 and KS2) are available to help teachers assess progress. Teachers assess pupil's work in PSHE by asking children to complete baseline and end of unit assessments during each unit of work in PSHE. Baseline assessments at the start of a unit show teachers what children already know about that subject, therefore giving teachers an appropriate starting point. End of unit assessments show teachers what children have learnt and will need to learn further in the future. Teachers also make informal assessments as they observe them during lessons.

In PSHE there are two broad areas for assessment:

- 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.

The benefits of PSHE will often not be seen until further into a child's life e.g. the impact of learning about drugs cannot be seen until a child decides whether to take drugs later on in their life. As a result of this, assessment of PSHE is primarily informal.

Lessons are recorded in dedicated individual PSHE books which follow children up through the school and are replaced at the beginning of each phase. Children are expected to record work in their books during most lessons although this will sometimes be in the form of a photograph or explanation of a practical activity completed. Children in Year 1 have a whole class book that is updated during/after each lesson and reflects the learning of the whole class.

13 MONITORING AND REVIEW

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment.

The PSHE Leader is responsible for:

- monitoring the implementation of the policy, planning and the finalised Scheme of Work.
- supporting staff in the teaching of PSHE by giving them information about current developments in the subject, practice and guidance
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LA courses and network meetings
- manage the PHSE budget
- order and monitor resources.

The PSHE Leader also monitors pupils' work and when appropriate, the teaching of PSHE. The Senior Leadership Team oversees the work of the PSHE Leader and may carry out monitoring activities in line with the school's policy for monitoring.

This policy is reviewed by the PSHE Leader and approved by staff (at the direction of the Headteacher) once every three years in line with the ongoing policy review cycle.

14 OTHER RELATED POLICIES

This policy should also be read in conjunction with the following school policies:

- Relationships and Sex Education

- Science
- Safeguarding of Children
- E-Safety
- Equal Opportunities
- Behaviour
- Health and Safety
- Monitoring
- Assessment
- Special Educational Needs

15 APPENDIX 1

DEALING WITH QUESTIONS

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher may raise this with the named Child Protection Officer for the School (the Headteacher) and/or other members of the SLT.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and guidance in the Safeguarding policy shall be followed.