



Hartington C of E Primary School

*"Caring & sharing as part of God's family"
"Loving our neighbour as we love ourselves" - Luke 10:27*

PSHE POLICY 2022

Last Reviewed	February 2022
Reviewed by	Tracy Blackwell Head teacher
Next review date	February 2024

Hartington C of E Primary SCHOOL

Personal, Social and Health Education Policy

N.B. This policy includes references to Relationship and Sex Education; however, there is an additional and separate RSE policy. For ease of reference, PHSE here includes RSE.

Why do we teach Personal, Social and Health Education, and Relationship and Sex Education?

This school is committed to investing in our pupils' health and well-being, thus assisting in the process of raising the pupils' achievements.

Personal, Social, Health and Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible British citizens. PSHE underpins our school ethos.

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 value, 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.

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.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver our PSHE programme using the 'Life Wise' program which has been designed specifically to support the delivery of this curriculum area. Safeguarding our children and young people now and in their future, is a vital element of our PSHE programme.

This policy promotes practices within the school that reinforce our vision.

The following quotation demonstrates how PSHE contributes to spiritual, moral, social and cultural development as defined by OFSTED:

The spiritual development of pupils is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*

- *Willingness to reflect on their experiences.*

The moral development of pupils is shown by their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

The social development of pupils is shown by their:

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively...*

The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015

Janet Palmer HMI (National Lead for PSHE education)

What does our PSHE curriculum include?

Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children
- learning about the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- having structured opportunities for the exploration of personal attitudes and values
- learning to respect and value difference and diversity including diverse family models, genders, sexualities and sexual orientations
- learning about the rights and responsibilities to oneself and others
- understanding responsibility for one's own safety and that of others both in the real and digital world
- understanding the impact of mental illness
- understanding the importance of equality concerning genders and sexuality
- learning that violence and coercion in relationships is unacceptable
- developing a commitment to their own safety and that of others
- exploring rights and responsibilities for themselves and others
- exploring attitudes and values towards drugs, drug use and drug users

Skills

- learning to recognise one's own emotions and those of others
- learning to manage emotions and relationships with confidence and sensitivity
- learning to manage change
- developing self-respect

- learning how to use appropriate language in the real and the digital world
- learning to be empathetic to others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to identify risk in relationships both in the real and digital world
- learning how to identify risk both in the real and digital world
- developing an appreciation of the consequences of choices made
- Learning how to recognise and avoid exploitation and abuse both in the real world and the digital world.
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation
- developing critical thinking
- learning to make and carry out informed decisions
- developing decision-making skills both in the real and the digital world
- developing an appreciation of the consequences of choices both in the real and digital world
- learning to manage conflict and developing negotiation skills
- developing inter-personal skills
- developing a sense of belonging
- having opportunities to develop a positive self-image
- learning how to cope with and resisting unwelcome peer pressure
- learning to communicate openly and respectfully about relationships and sex
- learning about playing a positive and active role as British citizens
- learning how to ask for help and accessing advice/services

Knowledge and Understanding

- learning and understanding emotional and physical development at appropriate stages
- learning about the impact of stereotyping and negative language
- learning about the impacts of bullying, including verbal, non-verbal, physical, emotional and cyber bullying
- learning and understanding reproduction and sexual health
- learning about sexuality and sexual orientation, and understanding differences
- learning about a safe and healthy lifestyle based on accurate information
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning how to resist unwelcome pressures to be sexually active both in the real and digital world
- learning about protective behaviours
- learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- learning about pregnancy and the choices available
- learning about the links between sexual health and alcohol and/or drug use
- understanding the nature of consent
- learning about the range of human emotion and its impact on relationships
- learning about mental illness and its impact
- learning about how to keep oneself mentally healthy
- learning about the impact of coercion and violence
- developing a knowledge of legal and illegal drugs and their effects
- learning about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- learning about their community and the society of which they are a part

- learning about how our society is structured and functions
- developing the knowledge, skills and personal values to reflect on current affairs
- developing an understanding of rules and laws in relation to sexual behaviour and drug use
- knowing where to seek appropriate help and advice

All these elements will be delivered in an age appropriate manner.

How PSHE is provided:

1. This school has a caring ethos which is rooted in the schools Christian Values and vision statement, which models and supports positive relationships between all members of the school community.
2. Within a differentiated, age-appropriate, spiral delivery of Personal Social and Health Education.
3. Within Science as stipulated by the national curriculum and the new statutory guidelines implemented from September 2020.
4. Through other curriculum areas for example Religious Education (including Collective Worship), Geography, Drama, Literacy etc.
5. Through the Nurture Team (including Positive Support Program), young leaders (PE), Community Police Officers, NSPCC and IT etc.
6. By the provision of appropriate leaflets from outside agencies and other information sources e.g. displays.
7. Via targeted intervention, where appropriate, with vulnerable individuals. This includes the introduction of 'Child Champions' – (an identified 'go to' staff member for each pupil).
8. Delivery in response to incidents.

Teaching, Learning and Assessment

All the following elements are essential elements in providing quality PSHE.

Teaching and Learning Methods

Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment

In order for PSHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and/or understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the classroom, within the room.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion – when this occurs, a designated area will be used.

- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Humour is an important element of the PSHE classroom, however we will laugh together.
- Signposting to sources of support when dealing with sensitive issues
- Parents are informed when RSE is to take place and its content. They are given the opportunity to withdraw their child/children but it is made clear that this is a statutory element of the school curriculum.

Groupings

PSHE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that, although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Asking and Answering Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support. Teacher guidance notes will be provided through the 'Life Wise' program to support the delivery of any sensitive issues.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discussion issues in a way which encourages thoughtful participation. All sessions will be updated to reflect new or updated facts. As previously mentioned, humour may be used appropriately.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed in line with school policy.

A Normative Approach *is a value based approach to building communities, based on the assumption that all people have a need to belong, want to have a sense of purpose, and want to experience success.*

In PSHE we communicate a positive attitude about the behaviour of our pupils, and we use the 'Life Wise' program, up to date information and statutory guidance to correct misconceptions about children and young people's behaviour. It may also be appropriate on occasions to use national, local or fictional examples to support children's knowledge and understanding. This approach can be used for many subjects, which in turn, promotes the critical thinking skills needed to make choices based on fact rather than false beliefs. It also

provides opportunities within the curriculum to address attitude development and discuss what influences children and young people's decision-making.

Our staff will keep in mind that it is likely our pupils are not engaging in sexual relationships and inappropriate drug use. In PSHE we communicate a positive attitude about the behaviour of our pupils, and we use the 'Life Wise' program, up to date information and statutory guidance to correct misconceptions about young people's sexual behaviour.

Visitors

A visitor can enrich, but not replace, the PSHE curriculum as a planned event with the teacher present. It is particularly useful when visitors have expertise and/or provide a service to pupils, for example NSPCC, Community Police Officers, Nurture team etc.

Resources

Teaching resources will be selected/planned on the basis of their appropriateness to pupils and their impact.

Continuity and Progression

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of pupils building on previous/existing knowledge, experience and understanding. Staff and student evaluation will form the basis for effective delivery of PSHE, which is integral to the 'Life Wise' program. This will contribute to the effective delivery of PSHE.

Pupils existing knowledge plus the stage of progress within the PSHE 'Life Wise' scheme of work will be the starting point for all PSHE work. Gaps for learning will be built into lesson planning as required due to pupils having different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in PSHE will be the same expectations as in any other subject area.

The elements of PSHE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum.

The elements of PSHE that form part of the other subject areas (R.S, Geography, English etc) curriculum are assessed in accordance with the requirements of the national curriculum.

Equal Opportunities

Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

PSHE Association Creating a PSHE policy for your School 2014

We recognise that children have varying needs regarding PSHE depending on their circumstances and background. The school believes that all people should have access to PSHE that is relevant to their particular needs. To achieve this, the school's approach to PSHE will take account of:

- Both girls and boys have access to RSE through the media and at home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular PSHE needs at times, which we will support. It may also mean that they have difficulty accessing the PSHE curriculum. We will assess their need and provide an appropriate PSHE curriculum with include parental consultation regarding the content.
- Different ethnic and cultural groups may have different attitudes to PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic and cultural groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver certain elements of the statutory PSHE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to PSHE will include sensitive, honest and balanced consideration of sexuality and sexual orientation. We will challenge society's heterosexual dominant discourse. We actively tackle homophobic and biphobic bullying (*having or showing a dislike of or prejudice against bisexual people*)
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

Personnel and Training

PSHE is delivered by the class teachers and training is made available as required, to ensure quality delivery of PSHE and to keep them updated to all changes in legislation. The school is committed to ensuring that everyone who supports the teaching of PSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children in our care.

All new staff will receive a copy of the PSHE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the staff. The views of the pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis based on evaluation. Formative and summative assessment is built into the unit of lessons and will also inform any changes to the curriculum.

All staff who deliver PSHE receive the same teaching and learning, monitoring and support as other subjects.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about PSHE on occasions.

The school will ensure that parents/carers are made aware of the school's approach rationale for PSHE within the policy via the schools web site. Parents/carers are made aware of the school's PSHE curriculum and encourage them to support their child's understanding at home, if appropriate.

This policy document was produced in consultation with staff and governors. This document is freely available to the entire school community via the school website.

It will be reviewed on a biannual basis.

Review date: February 2024

Signed..... Chair of Governors

Date.....

Policy Links

RSE
Drugs Education
Safeguarding
Confidentiality
Science
External Contributors
Anti-Bullying
Emotional Health and Well-Being
TLA