



Belgrave Primary School

PSHE (Personal, Social, Health Education Policy)

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BELGRAVE PRIMARY SCHOOL

Personal, Social and Health Education (PSHE) Policy

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils

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, Relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

DFE

Aims and Objectives

Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council, Eco Committee, Sports Council and other leadership roles. We teach them about rights and responsibilities. The children learn to appreciate what it can mean to be a positive member of multicultural society.

We believe an effective PSHE curriculum has an impact on the provision for pupils' spiritual, moral, social and cultural development.

The aims of Personal, Social and Health Education are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community.
- be prepared for, and have an appreciation of life in modern Britain

Teaching and Learning

The staff at Belgrave Primary use a range of teaching and learning strategies. We place an emphasis on active learning by involving the children in discussions, investigations and problem-solving activities.

We are proud to be a No Outsiders School- using equality and diversity awareness at the centre of our PSHE curriculum. We follow the Christopher Winter Project schemes of work for RSE and Drug and Alcohol education. This whole school approach ensures children become healthy, independent and resilient individuals, supporting spiritual, moral, social and cultural development.

We aim to actively promote British values in school to ensure our young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is "right" and "wrong", all people living in England are subject to its law.

The Key Values are:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

In the construction of our PSHE curriculum, we have been very mindful to thread the British Values throughout.

From research, we have chosen The Habits of Mind that we feel are most important to the children's current and future success.

Resilience – Independence – Creativity

They will be taught through experiences, encounters, reflections, practical sessions and instructions; this begins in Early Years.

At Belgrave, staff and children value positive relationships. Our aim is:

- to build strong and meaningful relationships between all members of the Belgrave community.
- to promote positive behaviour so that everyone feels safe, valued and able to fulfil their potential.
- to support all members of the community to promote high standards of behaviour.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising. We organise lessons so that pupils are able to participate in discussion to resolve conflicts and set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers and police whom we invite into the school to talk about their role in creating a positive and supportive local community. We have strong links with our school liaison officer, local police officers and the school nursing team.

We enhance our PSHE curriculum by including performances, talks and workshops which are led by external experts such as NSPCC, 'Childline' or 'Gripping Yarns'. All performances and workshops are planned to fit in with our PSHE curriculum or wider curriculum. School staff always attend and support workshops led by visitors. Content of workshops will be discussed prior to the workshop or performance to ensure it is age appropriate and meets the needs of our children. Parents will be informed of external visitors, workshops or performances

PSHE Curriculum Planning

The 'No Outsiders' programme based on the Equality Act 2010, ensures that children are taught about the protected characteristics of race, religion, gender, gender identity, age, disabilities, sexual orientation, pregnancy or maternity and marriage or civil partnership. Through using age appropriate picture books children securely explore the message that at Belgrave school there are No Outsiders; everyone is different; we like being different; we are all equal in our difference; we can get along even if we are different and that we live in the UK and the law says this. Respecting and celebrating difference is pivotal to the success of our No Outsiders approach.

Children from EYFS to Year 6 all access the No Outsiders curriculum through specific age appropriate lessons and weekly assemblies. Teachers will use cross curricular opportunities to teach some of the No Outsiders texts e.g Rose Blanch in history. PSHE is often introduced through other subjects. There is, for example, an overlap between the programmes of study of Religious Education and PSHE, or Science and PSHE.

We are a Stonewall trained school; we use the recommended resources to support and extend our PSHE teaching.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Year 3 through to Year 6 children where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills, through team-building activities. Other Pupil Leadership roles include Sports Council, Eco and Safety Officers (E Safety and Road Safety). These groups lead assemblies, run competitions and promote different community or school based projects.

Our whole school Acts of Worship regularly encompass our whole school themes and each week we follow a different whole school value such as Democracy, Compassion, Hope, Anti-Bullying or Inter Faith led by SLT and teachers. We recognise this valuable daily opportunity to share our shared vision, values and goals. Each week one of the assemblies will reflect the 'No Outsiders' programme and will be linked to the Equality Act.

Skills rich

Children learn a number of skills in PSHE but we have identified five key life skills: Team work; Communication; Problem solving; Managing time and money; Decision making. These are reinforced across learning in PSHE in all year groups.

We offer residential visits to Year 3 through to Year 6 children where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills, through team-building activities.

The CWP scheme encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

Foundation Stage

We teach PSHE to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children, we relate the

PSHE aspects of the children's work to the objectives set out in the Early Years Foundation Stage Curriculum (EYFS). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the EYFS.

Teaching PSHE to Children with Special Needs

At Belgrave Primary School, we teach PSHE to all children, and adapt the curriculum to meet children's needs. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Plans or EHC plans.

Inclusion

All children at Belgrave Primary School matter and are given every opportunity to achieve their best.

We achieve this by planning activities which will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

We meet needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping,
- Using a range of teaching strategies that are based on their needs,
- Ensuring access to every activity where it is safe and reasonable to do so.

Children who require additional support for some aspects of PSHE may work on different interventions such as ELSA, Mental Health Champions, Lego therapy or Social Skills. This may be to work on individual or group targets and may be in a small group or 1:1. Progress and achievements are discussed between teaching assistants and teachers; new goals or targets may be set or amended in light of individual needs.

Assessment and Recording

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons and by looking at examples of their work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

We report these achievements in PSHE to parents each year.

We include our termly focus for No Outsiders within the curriculum section on year group pages of the website.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator fulfils this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. All classes have a PSHE book to record in if the task or activity requires it. This book will be taken onto the next class at the end of an academic year. In some year groups an additional whole class book is also kept for recording whole class responses or ideas. If children participate in small group or individual PSHE activities led by a teaching assistant, it is planned with the class teacher.

PSHE education and Safeguarding

Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. (Not PSHE curriculum)

Teaching about safety and relationships as part of PSHE education contributes to how we approach the safeguarding of our children. It helps children to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfil statutory duties in relation to safeguarding pupils. We liaise with our Safeguarding Children's Partnership (SCP) to ensure there are effective links between PSHE and safeguarding. This can include using recommended resources or external visitors.

Note

This PSHE policy should be read in conjunction with the Relationships and Sex Education Policy, Safeguarding and Social Emotional and Mental Health Policy.

The PSHE Association has been used to support this review and to inform good practice in the subject.

