



## PSHE Policy

### Aims

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 and, in doing so; we help develop their sense of self-worth. We teach them how society is organised and governed and give the children the opportunity to experience the process of democracy. The children learn about rights and responsibilities, British Values and to appreciate what it means to be a positive member of a diverse, multicultural society. Our aim is to prepare children for life in modern Britain.

### Objectives\*

The objectives for PSHE cover three core themes:

#### 1. Health and Wellbeing

- Healthy lifestyles
- Mental health
- Ourselves, growing and changing  
*(vocabulary to include: KS1 penis, testicles, vagina, vulva. Year 4 puberty, breasts, Year 5 menstruation, ejaculation, erection, wet dream)*
- Keeping safe
- Drugs, alcohol and tobacco

#### 2. Relationships (see RSE policy)

- Families and close relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

#### 3. Living in the Wider World

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing

\*A full, detailed list of the objectives can be found in the PSHE scheme of work.

### Teaching and learning styles

We use a range of teaching and learning styles in the teaching of our spiral curriculum in PSHE. Topics are revisited, reinforced and extended year on year. We place an emphasis on active learning by including the children in discussions, investigations, problem-solving activities, role play and through the use of ICT and iPads. We encourage the children to take part in a range of activities that promote active citizenship such as fund raising and we offer children the opportunity to hear from visiting speakers, such as health workers, the Life Bus, the fire brigade and representatives from the local church and organise day trips and residential to support the PSHE curriculum.

## **PSHE curriculum planning**

We deliver PSHE in a variety of ways:

- we have a timetabled lesson for PSHE each week
- we introduce PSHE through other subjects, such as Forest School, Religious Education, Geography, Science, Physical Education and English
- we support the teaching and learning of PSHE in year group and whole school assemblies
- we develop PSHE through whole school fundraising and national events.

In order to meet the needs of the children, we may use situations that have arisen in the school, news or local community to inform our planning and teaching.

There are also occasions where we split the boys and girls to teach about puberty and are taught by a male or female member of staff respectively, where possible. This has arisen from feedback from the children that they feel more comfortable to share their questions and concerns when with a same-gender member of staff. The children learn the same information but in more detail as appropriate for their gender.

Inevitably there will be occasions when questions are broached that are outside the remit of the scheme of work. The 1993 Sex Education Act states that when sensitive issues are raised, teachers must exercise their discretion and judgement. Further guidance is contained in the July 2000 DfEE circular 116/2000 and this will form the basis of such decisions. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources and therefore it is preferable to discuss this in the safe space of the classroom. However, as professionals, staff may feel it is inappropriate to respond. In this instance parents, will be consulted to determine a mutually acceptable course of action.

## **Foundation Stage**

We teach PSHE in our Reception and Kindergarten classes as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## **Teaching PSHE to children with special needs**

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Children are identified as being able, gifted and talented in the subject and, where possible, opportunities are provided to help develop specific skills or talents.

## **Safeguarding**

Due to the nature of the subject, PSHE can be a trigger for a disclosure of a safeguarding concern. In the event of a disclosure, staff will act accordingly and notify the DSL as per our Safeguarding policy.

## **Parental Involvement**

We strongly believe that successful PSHE is the result of a partnership between school and home and is not intended to replace guidance or advice given at home but to supplement and broaden the understanding of the pupils. Parents will be consulted in the event of any changes to the PSHE policy.

## **Assessment**

We have clear expectations of what the pupils will know, understand and be able to do at the end of each topic and pupils will be given the opportunity to reflect on their learning. We do not set formal examinations in PSHE. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed' but will inform the child's future learning needs. General comments will be made on the child's development in PSHE in their end of year report.

### **Right to Withdraw**

Health Education is now compulsory and parents no longer have the right to withdraw from these lessons. Parents will be informed when the teaching of puberty within Years 4, 5 and 6 will be taking place in order for them to be able to support at home. Parents will have the opportunity to request and review available resources and ask questions about teaching methods.

### **Monitoring and Review**

The PSHE Head of Department is responsible for monitoring the standards of children's work and the quality of teaching and learning. The PSHE Head of Department supports colleagues in the teaching of PSHE, through regular training, informing about current developments in the subject, providing resources and a strategic direction for the subject in the school.

### **Responsibility**

The Head of Department is responsible for:

- Preparing and updating the school's policy document.
- Keeping abreast of national and local developments in the subject.
- Providing support and training for colleagues and encouraging them to provide effective learning opportunities for the children.
- Managing and developing resources.
- Monitoring and evaluating teaching and learning throughout the school.
- Observing colleagues as part of the monitoring process.
- Interviewing pupils to obtain feedback,
- Writing a departmental report.
- Co-ordinating the School Council.

### **Linked policies**

- RSE policy
- Safeguarding policy
- Curriculum policy
- Teaching and Learning policy
- Anti-bullying policy
- Equal opportunities policy
- SEND policy
- Gifted and Talented policy
- E-safety policy

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