

PSHE Policy



September 2023

To be reviewed annually or as required

Contents

1. Introduction & Aims	Page 3
2. Statutory Requirements	Page 3
3. Content & Delivery	Page 3
4. Roles & Responsibilities	Page 4
5. Monitoring Arrangements	Page 5
6. Confidentiality and Answering Difficult Questions	Page 5
7. Related Policies	Page 5

1. Introduction & Aims

Our PSHE curriculum aims to support pupils' spiritual, moral, cultural, physical, mental and economic development in a rapidly changing world. It enables pupils to make sense of their world and promotes opportunities for pupils to reflect on themselves and their experiences. It enables pupils to make informed, healthy and safe choices throughout their development and to achieve their fullest potential.

PSHE education should promote equality and celebrate diversity. We strive to be sensitive to the different needs of individual pupils and support and promote the achievements and confidence of all pupils. Recognising everyone's success in a happy, creative environment where differences are valued is a key aim our school.

2. Statutory Requirements

PSHE is a non-statutory subject. However the expectation that all schools teach PSHE is outlined in the introduction to the 2014 National Curriculum, where it is stated that, '*All schools should make provision for PSHE education, drawing on good practice.*'

Primary schools must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. Health education must also be taught under the same statutory guidance.

Please see the Relationships and Sex Education (RSE) policy for details on our approach to teaching these aspects of the PSHE curriculum.

3. Content & Delivery

In line with the National PSHE Association children are taught PSHE through three main themes which are Health and Wellbeing, Relationships and Living in the Wider World. Through these core themes the children are provided with opportunities to learn about:

Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Living in the Wider World

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise

PSHE is taught weekly through a planned unit of work from the school's curriculum which has been tailored to the needs of our school community. Our PSHE curriculum brings together PSHE Education, emotional literacy, social skills and spiritual development. Teaching strategies are varied and scaffolded as appropriate to ensure that all pupils can access the learning.

All year groups work on the same theme in each half term, which generates a whole school focus for adults and children and allows for whole school assemblies to reinforce the learning that is taking place in class.

Whole School PSHE Theme Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE Theme	Being Responsible (Rules, rights and responsibilities & Learning to learn)	Staying Safe (Staying safe & Getting out and about)	Let's Work (The world of work & Looking forward)	Relationships (Relationships & My friends and family)	You & Me (Similarities and Differences)	Healthy Body, Healthy Mind (Staying healthy & Healthy lifestyles)

As well as dedicated weekly curriculum time, PSHE is also delivered through; weekly circle times, assemblies, theme days/weeks, workshops and visiting speakers.

4. Roles & Responsibilities

It is the role of all staff within the school to promote the aims of this policy. All adults are role models for the children and therefore add to the positive and inclusive ethos of the school.

The PSHE co-ordinator will ensure that the planned curriculum is delivered in line with the school's vision and ensure that staff have the necessary training and resources needed to deliver PSHE.

5. Monitoring Arrangements

Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work which will be collated in a SMSC floor book. The very nature of PSHE means that careful consideration should be given to the best means of recording.

The PSHE co-ordinator is responsible for monitoring and evaluating provision in PSHE. They will support colleagues in delivering PSHE by sharing good practice, providing resources and training and providing a strategic lead and direction for PSHE in the school. Where appropriate the PSHE co-ordinator will liaise with other school leaders to ensure consistency in delivery.

6. Confidentiality and Answering Difficult Questions

Whilst encouraging a trusting relationship between staff and pupils, it is important to remember that complete confidentiality cannot be offered. Should there be any concerns about any individual; the member of staff will share their concerns with a designated safeguarding lead (DSL) who will then act in accordance with the school's safeguarding policy.

If a child asks a difficult question, the adult will use their professional judgement in deciding how to answer it in an age-appropriate way. This may be through class discussion, individual discussion or encouraging the child to talk to his / her parent or carer. It may be necessary for teachers to ask a child to wait for an answer in order for the teacher to consult a member of the leadership team. A 'problem and praise box' is available in all classrooms for pupils to post any questions they may feel uncomfortable asking in an open setting.

7. Related Policies

This policy should read in conjunction with the following policies:

- Behaviour and Bullying Policy
- Equalities Policy
- Food and Healthy Eating Policy
- Health and Safety Policy
- Intimate Care Policy
- Safeguarding Policy
- Special Education Needs Policy
- Relationships and Sex Education (RSE) Policy