

# Blanford Mere Nursery & Primary School



## PSHE Policy

<b>Date adopted by governors</b>
January 2019
<b>To be reviewed</b>
January 2022

# PSHE POLICY

**Article 12** *Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.*

**Article 24** *Every child has the right to the best health care possible, clean water to drink, nutritious food, a clean and safe environment so that children can stay healthy.*

**Article 27** *Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.*

This policy and guidelines was formulated following new guidance from the government in September 2013 and the PSHE Association guidance in September 2018.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE is a non-statutory subject. PSHE can encompass many areas of study.

PSHE education must 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 (SRE) and the importance of physical activity and diet for a healthy lifestyle.

## **Aims**

There is a non-statutory framework for Personal, Social and Health Education (PSHE) for Key Stages 1 and 2 which:

- promotes the spiritual, moral, cultural, mental and physical development of all children.
- prepares children at the school for the opportunities, responsibilities and experiences of adult life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies '*to promote the wellbeing of pupils at the school*'.

New government guidelines which are under review at time of writing will require all LA-funded schools to teach relationships education at primary school, relationships and sex education at secondary school and health education in all state-funded schools.

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed. We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme.

The aims of PSHE are to enable the children to:

- develop spiritually, morally, socially and culturally;

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues, including the dangers of drugs and alcohol
- understand what makes for good relationships with others;
- understand and manage their emotions;
- value themselves and respect others;
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school and the local 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;
- safeguard the environment
- develop good relationships with other members of the school and the wider community.
- ensure that children know their rights and enable these to be met.

### **Morals and Values Framework**

We at Blanford Mere promote those values which underpin positive personal development and a healthy society. They are respect, tolerance, caring, justice, hope and responsibility. It is also the role of the school to give awareness of everyday issues in an objective, balanced and sensitive way within a clear framework. Great care is taken to match what is taught to the maturity of the children and their cultural and social backgrounds.

### **Teaching and Learning Style**

At Blanford Mere a range of teaching and learning styles is adopted. We place great emphasis on active learning by including the 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 e.g. charity fundraising or the planning of special events such as a special assemblies. Classes are organised to enable participation in discussions to resolve conflicts and have class rules set and agreed by the children. These are based on our Rights Respecting work and reflect upon the children's rights we feel should be respected in school.

Visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. However, the teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be part of a planned, developmental programme rather than a substitute for it. Teachers should always be present to manage the learning, and to ensure that it is safe.

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning). It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

PSHE is most effectively taught through a 'spiral programme'. This means organizing learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

Planned enrichment days may be used to develop and extend a school's planned PSHE education programme.

### **Entitlement and equality of Opportunity**

How will we ensure inclusion and differentiate learning for pupils with SEND?

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other pupils. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate. It should not be the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### **Intended outcomes**

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

### **Assessment**

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. It is also important to make sure you are assessing learning which is specific to PSHE education and not other areas of the curriculum, such as English.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

### **Links to other policies and curriculum areas**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Equal Opportunities Policy
- Safeguarding/child protection
- Extremism
- Equality and diversity

- Sex and Relationships Education (SRE)
- Behaviour
- Online safety and confidentiality
- Child Protection Policy

### **Confidentiality and handling exposures**

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

### **Responding to pupil's questions**

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any consideration of prior learning or readiness, can be unsafe.

If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.

### **Cross-curricular considerations**

Pupils may learn about the biology of reproduction or the effects of drugs on people's bodies through the science curriculum, but PSHE gives them the opportunity to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.

Other linked subjects include citizenship, religious education, ICT and some aspects of English.

### **Content headings for PSHE**

Pupils at Blanford Mere will, during the two Key Stages, study the following aspects of PSHE at their appropriate stage of development via a variety of teaching strategies.

Developing confidence and responsibility and making the most of their abilities:

- Fairness, right/ wrong
- Opinions
- Feelings/ emotions
- Personal strengths
- Goal setting
- Careers
- The UN Convention of children's rights

Preparing to play an active role as a citizen:

- Money

- Debate
- Different cultures
- Rules/ laws
- Racism
- Responsibilities to others
- Groups/ communities
- Environment
- The UN Convention of children's rights
- Democracy

Developing a healthy, safe and active lifestyle:

- Choices
- Hygiene
- Diseases
- Sex and relationships
- Drugs/ medicines
- Safety
- Lunchtime physical activity
- The UN Convention of children's rights

Developing good relationships and respecting the differences between people:

- Behaviour management
- Working together
- Similarities and differences
- Family and friends
- Bullying
- The UN Convention of children's rights

### **Organisation of PSHE within the school**

Name of subject leader responsible for planning and delivery:

Mrs J Cartwright

Who will deliver:

Class teachers and outside agencies

Staff training and support:

School Inset, School nurse, Health Advisory team, Loudmouth

### **Specific Issues**

As part of PSHE pupils will experience specific Sex and Drug Education. The relevant policy should be referred to.

## **Working with Parents**

PSHE is strongest when there is communication and collaboration between school and home. Legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum.

Parents are given the formal opportunity to discuss their child's development within PSHE at review meetings three times a year. A written statement is included on end of year reports.

A reference copy of this policy is available for parents on request.

## **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 will support 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 school.

## **Evidence of monitoring and evaluation**

1. Evidence in books.
2. Discussion with staff and feedback.
3. Pupil voice.
4. Displays.
5. RRSA evidence.
6. Life Style Survey Data.
7. Coordinator Portfolio.
8. Staff CPD.