

PSHE Policy



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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

In an ever-changing world, it is essential that our children are equipped with the skills to be confident and successful members of society. As such, our aims for PSHE and RSE are tailored for the needs of our community and are based on the prior experiences of our children. Therefore, PSHE curriculum planning will:

- Provide a curriculum that promotes the **spiritual, moral, cultural, physical and mental development** of the children to prepare them for the **opportunities** and **responsibilities** in later life.
- Allow the children to develop a sense of **self-worth** and **pride** in their **achievements**.
- Provide the **skills and knowledge** to allow our children to live in, and manage, in a changing society where they may encounter **conflict and challenges** and where **British Values** are an integral part of life.
- Provide a curriculum that is centred around the **emotional well-being** of all children and provide the skills to enable them to achieve this.
- Embed these skills within our school ethos of: 'Be Kind. Do your Best. Achieve together' and our five school values which promote: reliability, respect, reflection, resourcefulness and resilience.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy (SRE policy) for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our PSHE page on our school website at: <https://www.stamshawjun.org.uk/>

For other aspects of PSHE, including health education, see the attached curriculum overview for more details about what we teach in each year group. In addition to this you will find our PSHE Intent statement on our school website which sets out in detail our ethos, aims and outcomes for the PSHE curriculum in our school

3.2 How we teach it

In our school, PSHE teaching will take place weekly in addition to our wellbeing afternoon session on a Friday where children can reflect and record their feelings and successes for the week.

The purpose of each lesson is made clear and linked to every day real life situations.

Learning experiences draw on student's own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.

Time is given for students to reflect, consolidate and apply their learning.

Links across the wider curriculum and school life

Our vision for PSHE is that it enables our children to become confident and successful members of society in a world that is ever changing. As a result of this, our PSHE curriculum has links across the wider curriculum including those listed below.

- Science - healthy and balanced lifestyles.
- Computing - specifically keeping safe on-line.
- Geography – looking at economic structures in society.
- PE – keeping ourselves healthy physically and mentally.

PSHE is an integral part of school life where British Values are promoted through a democratically elected school council; there is freedom of speech where children can voice their opinions in a safe and nurturing environment; mutual respect is developed through an ethos of equality regardless of religion, colour or ethnicity and rules are established to keep the children safe and prepare them for the rules in the wider world. All of these are achieved by events that transcend beyond PSHE lessons and into assemblies, where our shared values are always discussed; whole school events such as Children In Need and Comic Relief where the children can begin to appreciate the differences that exist in our world and play their part in making a difference. One of our main aims has been to develop the mental wellbeing of our children and as such have designated at least half an hour a week to focused work on wellbeing.

We believe that celebration of achievements promotes self -esteem, developing a sense of community and belonging, helping create a positive atmosphere in the school and develops a sense of pride. Children are rewarded using table points and Marvellous Me messages to parents when they demonstrate our school values to continually embed our school ethos. This is in addition to our Wall of Fame assemblies which take place weekly to celebrate children that stand out as having demonstrated the school values. The Headteacher also gives a weekly Headteacher's reward badge to recognise those children that are exceptional role models for our school values and ethos.

Delivery of The Curriculum

Individual class teachers are responsible for delivering the curriculum to their class and will usually have the support of a TA. The teachers have a yearly overview to follow that outlines the key themes and concepts that need to be covered.

Equality and diversity

We promote the needs and interests of all children, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum. We actively promote social learning in PSHE lessons and across the School. We expect

our students to show a high regard for the needs of others as developed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

Creating a safe and supportive learning environment

All PSHE classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules is to establish an environment of respect and collaboration where no one opinion, including that of the teacher, is given priority so that students feel confident in discussing sensitive issues without the pressure to believe what others do. The ground rules are reinforced in the RSE lessons and at the start of any RSE activity or talk.

Staff routinely remind students of the protocols in place for confidentiality. If a disclosure is made, the teacher must act in accordance to the School Safeguarding Policies. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Meanings of words will be explained in a sensible and factual way.

Teachers have the responsibility to report to the Headteacher if they are unable to teach parts of the curriculum due to their own personal beliefs or values. Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's policy in this matter.

To ensure that we have a consistent and up to date understanding of statutory expectations and subject knowledge the school will use The PSHE Association as well as specialists within the wider trust.

Parents will be informed about PSHE teaching and learning at parents evening or through letters home. We will also use Marvellous Me, in particular to celebrate successes.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Headteacher.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE leader through:

- Book scrutiny, planning monitoring and pupil interviews.

This policy will be reviewed by the PSHE leader every three years or before if deemed necessary. The policy will be approved by the Local Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

- SRE Policy - looking at healthy relationships and how we fit into society.
- Health and safety policy– keeping safe local environment.
- Safeguarding policy
- Behaviour policy
- SEN policy

Revised by School	March 2021
Responsible Person	Rob Jones Headteacher
Responsible Committee	Local Governing Body
Next Review	March 2024