

Western Road Community Primary School



A nurturing, creative community where everyone can flourish.

*Well Rounded ~ Resilient ~ Courageous ~ Pupil
Voice ~ Skilled ~ Lewes and Beyond*

PSHE Policy

This policy was reviewed in May 2024

This policy is due for review in May 2025

Policy context and rationale

This personal, social, health and economic education policy covers the Western Road Community Primary School approach to teaching personal, social, health and economic education (PSHE).

Policy Values, Aims and Objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

PSHE education is essential and its teachings are at the heart of the school ethos at Western Road Community Primary School. It is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of PSHE lessons. Our school values of being well-rounded, resilient, courageous, having a strong pupil voice, being skilled and having an understanding of Lewes and beyond underpin all that we do and are used to guide our children in becoming positive members of our school community and beyond.

PSHE is learning about the emotional, social and physical aspects of growing up and relationships in an age and stage appropriate manner. PSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their individuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of PSHE in preparing children and young people to live safe, fulfilled and healthy lives.

Furthermore, teaching and learning through PSHE enables children to develop the skills and strategies they need to apply in their real lives, to make safe and informed decisions. In each and every subject, teachers are aware of the need to develop the children's personal and social skills through teamwork, creative thinking, enquiry, self management etc. Our school provides an exciting, broad and balanced curriculum which offers a diverse range of opportunities to explore themes within PSHE. Our PSHE curriculum has strong links with other subjects, including Maths, Science, Computing, History, Geography and Religious Education. This enables the children in our school to make meaningful links in their knowledge and understanding of the world around them.

PSHE enables children to become healthy, confident, 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 so doing we help develop a sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme.

The aims of PSHE are to enable staff and children to:

- Develop spiritually, morally, socially and culturally;
- Encourage respect for self and others and provide a framework for mutual support in our school community;
- Recognise that everyone's contribution to our school is significant whatever their level of ability and particular skill;
- Foster and encourage the growth of everyone's self-esteem;
- Ensure that everyone is cared for and shares in the responsibility to care for others;
- Provide a safe and secure learning environment, which ensures opportunities to learn and develop effectively;
- Experience an environment which inspires, enriches and enhances learning opportunities;
- Take pride in all aspects of achievement;
- Value the qualities of self-motivation, responsibility and perseverance;
- Recognise that all members of the school have the right to learn, achieve and realise their full potential for growth;
- Reflect the school ethos, learning experiences and environment and have lasting influences on our children, to the benefit of the wider community;
- To ensure the present and future well-being of pupils is met.

Principles of Effective PSHE

Teaching PSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations such as the NSPCC.

PSHE provision at Western Road Community Primary School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff trained in teaching PSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).

- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent and safe relationships online.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in PSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about PSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *Prepares pupils at the school for opportunities, responsibilities and experiences of later life.*

Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. We actively celebrate the diversity of our pupils, their families and the wider whole-school community. PSHE will

always be taught in a non-judgemental, nonbiased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our PSHE curriculum. Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The taught objectives for PSHE & Citizenship education for our pupils are split into 5 key themes:

- 1) ***Families and Relationships:*** Learning how to; form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes
- 2) ***Health and Well-Being:*** Learning strategies for looking after their mental and physical health, including healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep
- 3) ***Safety and the Changing Body:*** Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty
- 4) ***Citizenship:*** Learning about: human rights and the right of the child, democracy, diversity and community and protecting the environment.
- 5) ***Economic Well-Being:*** Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

The learning outcomes for each theme underpin the curriculum for each year group. THE PSHE programme is delivered primarily through the use of Kapow Primary and is enhanced with a wide range of resources including those available through the PSHE Association. PSHE education is delivered both through stand-alone PSHE lessons, and where appropriate, through other curriculum areas. We understand that active engagement in learning, rather than passive receipt of information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs, and rehearse and develop enquiry and interpersonal skills. Pupils need a comprehensive, balanced and relevant body of information to inform their present and future risk assessment, decision making and management. The role of the teacher in PSHE education is frequently a facilitator of learning. Where possible when we discuss new areas in PSHE education we will start by enabling pupils to share their prior knowledge. We will help pupils to make connections between their learning and future real-life experiences, encouraging them to make positive, healthy lifestyle choices. The skill of critical reflection is at the heart of assessment for learning in PSHE.

We encourage pupils to take part in a wide range of practical activities that promote active citizenship e.g. charity fundraising (Children in Need, Raystede Animal Charity, Comic Relief and Lewes Food Bank).

A wide range of outside visitors and agencies are welcomed into school to reinforce teaching and learning in the classroom e.g. Police, Fire Service, School Nurse, charity organisers (NSPCC), politicians etc.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

PSHE will be taught through a range of teaching methodologies, including circle time, storytelling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Throughout the school children have the opportunity to take an active role in leading and promoting the school values such as School Council two representatives per class from year 2 to year 6, playground buddies, Eco-council and school ambassadors.

We create a safe and supportive learning environment by establishing classroom values and rules which enable opportunities to learn and develop effectively. We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get appropriate support. Teaching takes into account the ability, age, readiness and cultural and social backgrounds of our pupils. We promote social learning and expect our pupils to show a high regard for the needs of others.

Curriculum

The majority of elements of the PSHE curriculum are a statutory requirement to teach to meet The National Curriculum in England (2014) and Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, 2020 and The Equalities Act, 2010. PSHE at Western Road Community Primary School will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re- visiting core themes to build on prior learning. PSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world. Our intended PSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning.

Assessment and Monitoring

It is important to remember that PSHE education is not about passing or failing. Teachers and pupils both need to know what has been taught, has been learned, and that learning is progressing. Work scrutiny and observations are undertaken throughout the school year to ensure consistency of teaching standards across the school. Pupil voice backs this up. At the end of Terms 2, 4 and 6, formal assessment takes place where pupils are assessed on objectives taught, and whether they are at below, at, or above year group expectations. Progress of all pupil groups, including vulnerable groups are closely monitored.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of PSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions for example, through the use of an anonymous 'worry monsters' within EYFS or worry boxes in KS1. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. If a teacher does not answer a question, the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources. At the beginning of PSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this

agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within PSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes PSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advice on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct PSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in PSHE and that PSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation. The school operates an open-door policy enabling parents to discuss PSHE at relevant times throughout the school year. The vast majority of PSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the head teacher

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- Online safety
- Equality
- Inclusion
- Safeguarding

- Teaching and learning
- Relationships and Sex Education

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly. This policy will be reviewed annually or sooner if the PSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

The next review date of this policy is currently set for May 2025.

