



PENWORTHAM PRIMARY SCHOOL

PSHE Policy

Approved by Governing Body: January 2021

Last reviewed on:

Next review due by: January 2022

Policy Content and Rationale

This policy covers Penwortham Primary School's approach to delivering PSHE throughout school. It has been produced by Mrs Gaskell, PSHE lead, and through consultation with staff, pupils, parents and governors.

The key needs identified by pupils are: Hurtful Behaviour and Anti-Bullying, Keeping Safe, Growing and Changing and Money

Through consultation in July 2020, parents identified key needs specific to each year group. These are outlined in the table below and more detail is provided in Appendix 1.

Year Group	Top 3 needs identified
EYFS	Mental health, balanced diet, keeping safe in the community
1	Mental health, balanced diet, keeping safe in the community
2	Mental health, exercise, keeping safe in the community
3	Mental health, exercise, keeping safe in the community
4	Mental health, balanced diet, keeping safe in the community, personal hygiene (including puberty)
5	Mental health, personal hygiene, keeping safe in the community,

This policy has been completed during the Coronavirus pandemic and therefore more than ever, the PSHE curriculum needs to be flexible, adaptable and responsive. As schools return, pastoral care and PSHE curriculum are more blurred than ever before. Some children have needed and will continue to need tailored pastoral intervention. All children will need support managing their physical and emotional health and relationships. PSHE must play a central part in providing a programme of learning relevant and tailored to the pupils and community. As a school we will help our community recover and refocus and thus enable a readiness to prepare our young people for the current and future challenges and opportunities.

The ever-changing situation that we find ourselves in requires that this policy and its procedures will be reviewed at least annually.

Policy Availability

Communication regarding the PSHE policy and curriculum has been via the school newsletter and parental questionnaire. The policy is available on the school website as a draft initially to enable consultation and the opportunity for questions. Following this period, the policy will be found on the school website and in another format can be obtained by request.

Policy Aims and Objectives - INTENT

Our whole philosophy can be summed up by the desire for our pupils to be **Happy Children Who Achieve**. This policy informs our school's ethos of **My Personal Best** by teaching them key values to live by and developing a shared vocabulary and understanding of these. These values are embedded with our whole curriculum but are never more relevant than within the PSHE curriculum. Our PSHE education is developed to provide all pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.

- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes including respect, communication, trust, resilience, honesty, responsibility, problem solving, reflection and curiosity

Creating a Safe and Supportive Learning Environment

Because PSHE education works within pupil's real-life experiences and deals with potentially sensitive subjects, it is essential to establish a respectful, safe and supportive learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. We do this by working with the children to set clear ground rules about how they will behave towards each other, that is understood by all. This includes: listening and respecting each other, using language that will not offend, not sharing personal experiences with the whole class and having the right to pass. Circle time is a feature within classrooms on a regular basis and children understand the rules of this including knowing that they have the right to pass. Each classroom has a worry/question box that is regularly checked by the class teacher and provides an opportunity for children to share issues that they wish to be addressed – this can be anonymous if children wish. Children have opportunities to discuss issues in small groups as well as sharing views with the class in order to help them feel more confident.

This policy is informed by the school's safeguarding policy. Staff are regularly trained and updated and as within all curriculum areas, will report any concerns that may arise during PSHE lessons to the DSLs in school via CPOMs. Teachers are aware of and sensitive to the needs and experiences of individual children that may have direct experience of issues being discussed. Depersonalised discussion and distancing techniques via story and roleplay will be used in order to deal with scenarios of real situations but with fictional characters and story lines. Staff will ensure that where pupils indicate need, they will get appropriate support from our learning mentor and from outside agencies as needed. In particular, it will be made clear to children that information that is disclosed may need to be shared and followed up outside of the lesson.

Entitlement and Equality of Opportunity

We use PSHE education as a way to address diversity issues and to ensure equality for all. Teaching takes into account the age, ability, readiness and cultural backgrounds of pupils to ensure they can fully access the PSHE provision although, parents have the right to withdraw their child from those parts of SRE not within the science programmes of study. (For further details, refer to the SRE policy).

As far as is appropriate, pupils with special educational need and disability should follow the same curriculum as all other students. Careful consideration is made to the need for differentiation and in some cases, delivery will need to be adapted- this will be done with consideration to needs of the individual. Pupils will not be withdrawn from PSHE lessons to receive any intervention/ catch up work from another curriculum subject.

Intended Outcomes

Active engagement in learning rather than passively receiving information is most effective in teaching PSHE. As a result of our PSHE curriculum, pupils will develop the transferable knowledge, skills and attributes they need to keep themselves healthy and safe; to make informed decisions, to manage their lives both now and in the future and achieve their **Personal Best**.

Learning and Teaching – IMPLEMENTATION

The programme of study is based upon three core themes within which there is broad overlap and flexibility. These are:

Core 1 – Health and Wellbeing

Core 2 – Relationships

Core 3 – Living in the Wider World

At the beginning of each lesson or unit of work teachers determine pupil's prior knowledge and starting points. Throughout the year, children will be given many opportunities to reflect on what they have learnt, the relevance to them and the impact it has had.

The PSHE curriculum is planned using CORAM, but is also closely linked to guidance from the PSHE Association. The long-term plan follows suggestions from CORAM but is adapted to meet the needs of each year group as defined from parent and pupil consultation and local and national data (See appendix). Teachers are also expected to respond to specific needs of the class or local/national issues as they arise. It is important that the pupils are helped to make connections between the learning they receive in PSHE lessons and their current and future real-life experiences.

This year in particular, the long-term map has been adapted considerably to meet the mental health needs of the pupils as they return to work following the Coronavirus Pandemic. The children will receive focused sessions during the Autumn Term as part of our Bounce Back curriculum. Each half term following this will have an additional focus to meet current need. As the term progresses, staff will be vigilant and from lessons, talking to pupils and their parents, will identify those pupils who need a more individualised program of support from our learning mentor or outside agency.

The curriculum includes focused work on mental health and well-being, resilience, anti-bullying, online safety, Fundamental British Values, keeping safe in the community and personal hygiene. Throughout the year clear links are made to the My Personal Best values; these are also clearly linked to assembly.

Planning

Teachers plan lessons over the year ensuring that the key concepts and skills identified by the PSHE association programme of study, and a broad range of topics are taught under the umbrella themes of Health and Well-being, Relationships and Living in the Wider World. The main resource available to teachers are taken from CORAM's SCARF but class teachers also use other resources available, in particular those identified by the PSHE Association. When planning, teachers respond to the needs identified within the class. (During the Autumn Term particularly, these will come from the children's emotional wellbeing on return to school following the pandemic.) They will also respond to needs as they arise as well as time to focus on areas requested following parental consultation.

Lessons use a variety of teaching methods including: discussion, debate, individual and small group work, written work, games and drama. Work is recorded in a variety of ways including display, film, written work recorded in individual books and work recorded in a class book. It is not always appropriate to record work within a PSHE lesson but the evidence of learning and progress made will be evident in pupil reflection and assessment tasks.

See appendix for the curriculum overview.

Timetabling

PSHE at Penwortham Primary is taught through a spiral programme where learning is organised through recurring theme in which the level of demand increases and learning is deepened.

Our PSHE is taught as a discreet weekly lesson and followed up at the end of the week with Circle Time. Links are made within other curriculum areas as are links to My Personal Best.

Planned enrichment days also take place each year, examples of which include an Anti-Bullying Day, World Mental Health Day and an Online Safety Day. In addition, Years 5 and 6 take part in a programme called "Money Matters" in which they focus in detail on money management. These days serve to increase awareness in a shared way with the whole school community but do not replace the carefully planned lessons within these topics that take place during lessons throughout the year.

Further aspects of Penwortham Primary School which support and develop the delivery of the PSHE curriculum come through our buddy systems, the work of the school council and the charity work that Penwortham Primary children are involved with. PSHE and My Personal Best are integral to the weekly assemblies within school where children's spiritual, moral, social and cultural diversity is nurtured and challenged.

Assessment - IMPACT

Penwortham Primary School has the same high expectations of the quality of PSHE work as it does for other curriculum areas. It is important to recognise that assessment in PSHE is not about passing and failing or about behavioural outcomes. The most meaningful assessment model is ipsative assessment – this compares where a pupil is at the end of a lesson or series of lessons against where they were at the start. Through base line assessment at the beginning of a lesson or topic, teachers and pupils recognise what they currently know and understand. Assessment for learning (for example: questioning, mini-plenary and reflection) is built in to lessons to give children chance to consider how they are developing and how the PSHE curriculum is impacting on their lives (personal qualities, attitude, skills, attributes, achievements and influences). Assessment of learning at the end of learning will show how much impact lessons have had and show progress made from the starting point and inform future teaching.

The weekly celebration assembly awards pupils for demonstrating My Personal Best values as does the school house team system.

Teaching responsibility and staff training

PSHE is led by Mrs Gaskell who is the Deputy Headteacher and DSL in school. She has attending relevant training led by LCC and by the PSHE Association and cascades learning and supports teachers through training sessions in school. Mrs Gaskell is also responsible for Continued Professional Development in school and staff continue to inform her of training needs not already identifies through subject monitoring methods, appraisal, the School Development Plan and audit.

Training from external providers has taken place as Penwortham chose to use SCARF as a base for planning and progression.

At points in the year, pupils and staff will be asked to evaluate the teaching of PSHE. The findings of these questionnaires and learning conferences will feed into the PSHE action plan and future training.

Confidentiality and disclosure

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific and personal issue. From the ground rules set in class, pupils know that teachers cannot offer complete confidentiality. If a pupil makes a disclosure, they will inform the DSL and make a record of this on CPOMs. PSHE lessons are taught by staff from Penwortham Primary school; if a visitor is in school, they will have received induction and if a visitor is part of session delivery a member of staff will also be present.

Responding to pupil questions

It is important that pupils feel safe and confident to ask questions. Being able to answer questions openly and honestly is the aim, however, consideration needs to be given to prior learning and readiness. If a question cannot be answered at the time, teachers will need to tell the pupil that they will get back to them. It may be that the answer needs to be carefully constructed with SLT or parents. If a question itself causes safeguarding concerns this should be recorded on CPOMs in the usual way.

The children know that they are able to ask questions using the question box when they feel uncomfortable and the teacher will respond to this at a later time.

Links to other Policies and Curriculum Areas

This policy supports and compliments the following policies:

- Safeguarding and child protection
- Behaviour and Anti-Bullying
- Relationships and Sex Education
- Online Safety

Involving Parents and Carers

We are committed to working with parents and carers. Mrs Gaskell is available by phone or email daily to discuss any issues and face to face meeting will be held as required. We encourage discussion at home through the class pages on the school website. We offer support through the school newsletters and website. We encourage communication with parents and do this through parental questionnaire. Results from this show that parents would prefer information via documentation rather than workshops. The right to withdraw pupils from specific aspects of RSE will be communicated within the RSE Policy and also by letter at the appropriate time to the appropriate year groups.

Review Date

This policy will be reviewed by January 2022 by Mrs Gaskell. This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

