



TATSFIELD PRIMARY SCHOOL

Personal, Social, Health Education (PSHE) Policy

June 2020

TATSFIELD PRIMARY SCHOOL

PSHE POLICY

VISION STATEMENT

Children, staff and parents working actively in partnership to enable all children to realise their full potential.

We aim to help our children to:

- Develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives
- Appreciate and understand moral and religious beliefs and develop a respectful attitude for the views of others
- Develop enquiring minds, be confident to ask questions and take risks with a desire to achieve
- Be independent learners and thinkers who are able to seek solutions creatively and co-operatively
- Be caring, resilient and responsible individuals.

Aim High, Achieve More



Aims and Objectives

Aim

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they are an essential part of life and learning.

Objectives

In the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, it states:

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” (DfE 2019)

The teaching will support development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy friendships and relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others effectively, building resilience
- Respond positively to challenge and appropriately manage feelings of anxiety
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

As the children are familiar with PSHE (Physical, Social and Health Education), we shall continue to use this title.

Consultation process

This policy has been written in consultation with staff, governors and parents. Consultation has taken the form of a parent letter and pupil workshops as well as staff and Governor meetings.

Relationships and Sex Education in the PSHE Curriculum

Tatsfield Primary School has adopted a whole school approach and is proactively led to prioritise and address mental health and well-being. Relationships Education and RSE and Health is a subject that helps to embed the school aims, values, SMSC and positive behaviours to engage successfully, and is key for the implementation of safeguarding principles.

We are a Surrey Healthy School and currently hold Gold status. There are key factors which underpin our curriculum and these are rooted in our school values. They run throughout our entire curriculum offer. These are:

- 1 - Whole School Approach towards the Promotion of Positive Health and Wellbeing
- 2 - Personal, Health, Social, Economics, Education (PSHE) Curriculum (including health and wellbeing, relationships, sex, drug, staying safe and financial capability education)
- 3 - Healthy eating (including cooking and health eating in the curriculum, food provision - school meals, packed lunches, pre and post school club food provision and cooking clubs)
- 4 - Physical activity (including physical education and school sport - PESSPA)
- 5 - Emotional wellbeing and mental health

There are natural overlaps across and between areas, with many lessons covering more than one aspect of the guidance.

We have designed a spiral curriculum where students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning.

Varying Home Backgrounds

The curriculum recognises that pupils may come from a variety of family situations and home backgrounds and these different families acknowledged in the teaching and resources used. For instance, when exploring families, we discuss that there are a wide variety of family makeup and every one of them is special.

Sexual Orientation

On average, about 5% of pupils will go on to define themselves as lesbian, gay, bi-sexual or transsexual (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our curriculum acknowledges this and includes sensitive, honest and balanced consideration of sexuality.

Tatsfield School operates a zero-tolerance policy on homophobic bullying. Any incident is thoroughly investigated and challenged. The perpetrator's and victim's parents are informed.

PSHE lessons are timetabled and discretely taught on a weekly basis in each class. Much of the curriculum covered in the school is taught using a range of resources, in particular Coram Life Education SCARF scheme of work which has been developed to enhance the Social and Emotional Aspects of Learning (SEAL) programme.

Further RSE and E-safety modules have been planned in to the KS2 curriculum to address key areas and exploit learning opportunities at specific times of the year, including anti-bullying and E-safety weeks. PSHE features in most of the curriculum areas but there is a large overlap between the programme of study for Religious Education and the aims of PSHE in the Early Years Foundation Stage (EYFS) and in Key Stage 1.

Every class has a class PSHE book which captures their learning around the subject as well as whole school and national events.

Mental Health and Wellbeing

In 2019, we implemented MindUp to tackle the growing issue of anxiety in young people.

The programme is firmly rooted in neuroscience theory where children learn about key parts and functions of the brain. We focus on why we react in certain ways and through mindful practices including perspective taking and optimism, we can change how we think for the better. Daily core practice, also called a 'Brain Break', takes place three times a day to regulate the brain and refocus, enabling pupils to become ready to learn.

EYFS continue to follow the programme to build the foundation for the rest of the school. Years 1 to 6 participated in discrete lessons to deepen knowledge and understanding, but this is now built into the curriculum for each year group as well as other curriculum areas, where appropriate.

It has been implemented as it goes hand-in-hand with Healthy Schools, and is woven through all of the elements, particularly emotional health and well-being. It directly correlates to our school values and provides children with the tools to self-regulate and alter their mindset for the better.

In addition to the taught PSHE Curriculum, we provide enrichment activities to support the curriculum such as:

- The Golden Boot Challenge
- House captain and School Council elections
- School Council meetings
- Mock election
- Bikeability (Year 6)
- St John's Ambulance First Aid training day (Year 6)
- Sports fixtures with other schools
- Road Safety
- Fire Safety
- Fundraising events for national and local charities
- E-safety week
- Healthy Living week
- Anti-bullying week
- Fairtrade fortnight
- Competitions

The residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development.

Assemblies support the delivery of PSHE through planned themes and are used to focus upon specific values, activities and topics; for example community, kindness and resilience.

Teaching and Learning style

A range of teaching and learning styles are used to meet the Relationships Education and RSE and Health Curriculum requirements. Children are offered the opportunity to hear visiting speakers, such as health professionals, police, fire and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. An annual 'Life Bus' visit for each class delivers content directly linked to each year group's curriculum.

Teachers aim to create an ethos in the classroom where children feel safe and respected, and when problems arise, can speak, confident that they will be listened to. All children can use their tear drops if they feel they would like to talk to any adult during that day. Ground rules are set or reviewed at the beginning of each session so that teachers can create a safe environment in which no-one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

We emphasise active learning by including the children in discussions, investigations and problem-solving activities and encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, electing house captains and School Council representatives, or caring for younger children. A high level of interaction is encouraged and many teaching and learning strategies may be employed to deliver and enhance PSHE lessons, such as:

- circle time
- ranking – ranking a series of statements, or pictures of objects according to the demands of the task, e.g. ranking a series of statements from agreement to disagreement
- snowballing – a way of sharing information, ensuring that everyone participates. A topic can be introduced, considered individually then shared between pairs, fours, eights, etc.
- role play – allowing children to explore a situation by assuming the persona of a participant in a situation
- problem-solving
- thought showers – making a list of related ideas from the first thing that springs to mind
- think, pair, share – think own thoughts, share with a partner, share with whole class

Computing is an important part of the PSHE curriculum, especially when focusing on e-safety. The use of IT is incorporated in planning.

Drugs and Alcohol Education

Drugs and Alcohol Education form an integral part of the teaching programme within our school. However, because of the sensitive nature of issues that may arise when teaching these subjects there is a separate policy for each one, including guidance for teachers.

Relationships Education and PSHE in The Early Years Foundation Stage (EYFS)

We teach PSHE in the Reception class as an integral part of class work. As the Reception class uses the *Practice Guidance for the Early Years Foundation Stage*, we relate the 'Relationships Education and RSE and Health Curriculum' and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, social and emotional development (PSED) as set out in the ELGs. We

also support Citizenship education in the reception class when we teach “Knowledge and Understanding of the World”. The Reception Class also uses the SCARF programme.

Learning Mentor

We have a qualified Learning Mentor who works with small groups and individual children particularly with their social and emotional needs.

Assessment for Learning

Individual teachers carry out ongoing assessments of their children and a record of pupils’ achievements against the 13 areas set out in the government guidance. To help in the summative assessment of their pupils, teachers assess and review pupil performance every half term on the Excel spreadsheets.

Our teachers acknowledge the achievements of pupils in PSHE in their annual reports. They also record their contribution to school life during the year.

Resources

Resources are stored centrally with all new resources being presented to staff during staff meetings for familiarisation. The SCARF scheme of work is accessed online and all staff who teach this subject have a username and password.

Monitoring and Evaluation

The subject leader is involved in the monitoring of Relationships Education and RSE and Health Curriculum throughout the school and uses a range of ways to monitor the subject including: lesson and intervention observations, pupil conferences, scrutinising plans and books as well as observations of displays.

The subject leader works with colleagues to provide training, advice and up to date information and liaises with outside agencies. Governors and parents are informed of developments within the subject.

Equal Opportunities

The school is committed to the equality of all children. The contribution of every child is recognised and respected.

The teaching of PSHE in the school is in line with the school’s Equality Policy.

Special Educational Needs

The school is committed to ensure that special needs in PSHE lessons are recognised and children are provided with relevant support and appropriate materials, tasks and experiences be it extension work or consolidation.

The teaching of PSHE in the school is in line with the school’s SEND Policy.

Children Who Are Looked After

We recognise looked after children may need special consideration and staff will take this into account during lessons.

Policy Review

The policy will be reviewed every three years, in line with government guidance. If a particular incident should occur which affects practice or if new guidance is published, this date may need to be brought forward.

Our school's PSHE Policy is based on the DfE document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.' (DfE 2019)

This policy should be read in conjunction with the following policies:

- Relationships and Sex Education Policy
- Safeguarding (inc. responding to disclosures)
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2020)

Policy agreed by teaching staff: September 2020

Review date: September 2023