

West Felton CofE Primary School



PSHE Policy

1. Policy context and rationale

This policy covers our school's approach to the teaching and learning of PSHE (Personal Social Health Education)

It was produced by Mrs. Helen Hughes (Headteacher and PSHE lead) through consultation with the PSHE Foundation, our School governors and Executive Headteacher (Mrs. Nicola Bond).

2. Policy availability

Parents and carers will be informed about the policy via our website which has a dedicated curriculum page for PSHE. It is available to view and download:

<https://westfelton.westcliffefederation.co.uk/pshe/>

If you require a hard copy of this policy please contact Miss. Sarah Sims, Office Manager, 01691 610388.

3. Policy aims and objectives

PSHE is a subject which we have always placed of great importance here. We believe personal and social skills form the foundation of a happy and successful future for all.

We know, and evidence support that high quality PSHE education has a positive impact on academic attainment. It effectively addresses issues which can make it difficult for children to engage in learning such as those concerning mental health and emotional wellbeing, bullying, poor physical health, relationship issues and substance misuse.

Our big concepts in PSHE at West Felton are:

- To grow in independence, making sensible, informed decisions whilst taking responsibility for their own actions.
- To understand the importance of mental and physical wellbeing, including changes experienced during puberty
- To understand the rules of social interaction, to recognise feelings and emotions in themselves and others
- To build an understand of relationships, what is healthy and what is not, to know how to seek help and support if things are not going well

4. Creating a safe and supportive learning environment

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Should a member of staff or a pupil raise concerns we will refer to our Safeguarding Policy.

We will create a safe and supportive learning environment by establishing ground rules with the children at the start of every unit in PSHE. These will be discussed regularly. Pupils are made aware of our safeguarding procedures and understand that we may have to share disclosures with other members of staff to ensure their safety and that of others.

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 our school's confidentiality policy, not their own.

Pupils are aware of our support networks such as ELSA with Mrs. Morris.

5. Entitlement and equality of opportunity

Classroom practice and pedagogy should take into account pupils' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all pupils to access the learning.

Full PSHE education provision is be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. Please refer to our Equality Policy and RSE policy for further details.

As far as is appropriate, pupils with special educational needs follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants may work with individual pupils where required, and if appropriate.

6. Teaching and Learning

6.1 Principles and methodology

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).

Research (*Personal, Social, Health and Economic Education: From Theory to Practice, PSHE Association, 2009*) shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

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

6.2 Planning

At West Felton CofE Primary School, we follow the PSHE Association Programme of Study on a rolling programme to meet the needs of our mixed classes. The PSHE Association's Programme of Study identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed.

(See appendix 1)

Further plans are available on our website:

<https://westfelton.westcliffefederation.co.uk/pshe/>

6.3 Timetabling

PSHE is most effectively taught through a 'spiral programme'. This means organising 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'.

PSHE has a dedicated weekly slot of at least 40 minutes, it is led by either a qualified teacher or HLTA (Higher Level Teaching Assistant).

PSHE teaching and learning is reviewed regularly by the subject lead – Mrs. Helen Hughes.

PSHE teaching and learning is recorded in a class 'floor book.'

6.4 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 that we 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.

Those who teach PSHE are responsible for recording teaching and learning in floor books and through individual assessment records relating to specific objectives.

6.5 Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration will be given to how to respond to questions. Teachers may decide that certain questions are not appropriate and may consult with the school's leadership team, in this case, the question will be acknowledged and the teacher will explain to the pupil that they need to check with the leadership team before they answer. Teachers are able to work with colleagues if necessary to construct an appropriate answer. We will provide an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

7. Involving parents and carers

We are committed to working with parents and carers and acknowledge the importance of a 'team' approach.

We will communicate with parents and carers by publishing our PSHE plans on our website. Each half term parents and carers receive a newsletter, outlining the curriculum content.

We encourage parents to discuss any issues with class teachers, then the SLT and/or curriculum lead as appropriate.

If a parent wishes to withdraw their child we will offer a face-to-face meeting to discuss concerns, outline statutory requirements and reach a mutual decision.

8. Review date

This policy will be reviewed by September 2022

It will be reviewed by the SLT, Curriculum lead and Governing body.

Appendix 1

Year A 2021/2023/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Beech	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Willow	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Sycamore	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Year B 2022/2024/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Beech	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Willow	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Sycamore	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?