

PSHE Policy

Reviewed By	Approved By	Date of Approval	Date of Next Review
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Personal, Social and Health Education Policy (PSHE) including relationships and sex, drugs education and healthy lifestyles.

RATIONALE

At Oakworth Primary School, teacher expectation is to provide a caring, happy and safe environment, which encourages high expectations of achievement and behaviour, and enables individuals to develop their potential in all aspects of the curriculum. Our motto 'Together we learn, together we grow' fully supports our work. We encourage and value links between school and the community. We aim to foster attitudes which will instil self confidence, create a sense of personal excellence and help pupils acquire the knowledge and skills relevant to life and work, and become a valued member of a fast changing, multicultural world.

Definitions

PSHE in school is reflected in the schools aims and ethos at all times. We see PSHE to be the physical, emotional, social and spiritual wellbeing of each individual in an environment where they are positively encouraged to develop confidence and respect for themselves and others.

Relationships and Sex Education (RSE)

The school, in partnership with others, has a responsibility for preparing pupils for the opportunities, responsibilities and experiences of life. We believe it is important to help children feel secure about the emotional and physical changes that take place as they grow to adolescence and to develop the necessary skills and positive attitudes for supportive relationships, both now and when they are adults. The school therefore addresses relationships and sex education within its PSHE and science programmes, more information can be found in the SRE Policy on the Bronte Academy Trust website.

Drug Education

Through drug education pupils will be provided with opportunities to develop and appreciate the benefits of a healthy lifestyle. In trying to create a safe environment for the children at our school, we do not condone the improper use of legal substances such as alcohol, tobacco, medicines and solvents, or the use or supply of illicit substances and will take seriously any attempt to do so. Procedures for dealing with suspicions about substances misuse are identified in the guidelines for this policy.

Healthy Lifestyles

We focus on improving the health and well being of everyone. Healthy lifestyles and messages being given across the school are consistent and are reflected in all aspects of school life including food provided at lunchtimes, breakfast clubs, the promotion of food and physical activity in the curriculum and extra curricular activities.

AIMS

As a school we aim to achieve the following:

- ✓ To make PSHE a whole school responsibility, working in collaboration with parents and the wider community.
- ✓ To help each individual to develop self-esteem, self respect and self worth.
- ✓ To create a non-threatening supportive environment where concerns can be discussed, questions asked and experiences shared.
- ✓ To develop skills such as the sharing of feelings, emotions, opinions, informed choices, getting help and understanding the needs of others.
- ✓ To develop an informed appreciation of people's beliefs, attitudes and values, also respecting others whilst avoiding stereotyping.
- ✓ To develop strategies to cope with peer pressure and to accept responsibility for their own actions.

- ✓ To raise awareness of the importance of a safe and healthy lifestyle by providing accurate and balanced information at the appropriate level.
- ✓ To provide reassurance regarding the changes that take place as children grow towards adolescence.
- ✓ To develop appreciation of stable and caring relationships.
- ✓ To provide understanding about the importance of a healthy lifestyle and foster the development of outside interests and leisure activities.
- ✓ To ensure that all aspects of school life promote the health and well being of pupils, staff and visitors to the school.
- ✓ To help children understand that children have rights and should have control over whom touches their bodies.

OBJECTIVES

We shall achieve the above aims:

- ✓ By providing knowledge, understanding and support about physical, emotional, social, spiritual and creative development that occurs as pupils grow.
- ✓ By developing an awareness of the effects of people's actions and an acceptance of responsibility for their own actions and having a shared understanding of values.
- ✓ By offering a range of learning styles and experiences using a variety of approaches.
- ✓ By acknowledging behaviour and academic and social achievement through a reward system, including valuing contributions and praising achievements. (Oakworth superstars of the Week assembly, text messages home, in-class reward systems and a positive behaviour policy). By providing information about how the body works and the effects on it of healthy eating, physical activity, harmful activities and substances.
By providing pastoral support for pupils and appropriate liaison with parents and outside agencies (Staff governor and parents, use of police liaison officer, school nurse)
- ✓ By creating opportunities for pupils to talk to each other and reflect on their attitudes and values. (see PSHE curriculum, literacy curriculum)
- ✓ By identifying named people to oversee the PSHE policy.
Curriculum Leader: Miss Rooke & Mr Whitehead
Designated Safeguarding Leader: Mr Whitehead
Governor with responsibility for safeguarding: Christine Godwin
- ✓ By being role models that value caring relationships and healthy lifestyles, as well as inviting good role models into school. (Police liaison officer)
- ✓ By identifying and offering appropriate professional development to all staff, including aspects of confidentiality.
- ✓ By involving all appropriate staff in the production and dissemination of the PSHE policy. (Staff meetings, key stage meetings, support staff meetings)
- ✓ By encouraging appropriate parental involvement in the life of the school

PRIMARY SCHOOL GUIDELINES

The management procedures and systems, roles and responsibilities for putting the policy into practice.

Delivery

PSHE is delivered throughout the school and encompasses a whole-school ethos. We use the SCARF scheme to support our planning and teaching.

Social Inclusion

This is an important part of the development of the whole child. Children need to recognise their own worth, work well with others and be responsible members of the community in which they live. In order to cope, in social situations PSHE helps develop:

- Interaction with each other;
- Expressive language;
- Reasoning skills;
- Listening skills;
- The ability to take turns.

Delivery of the PSHE Curriculum

The PSHE programme will aim to develop knowledge, skills and attitudes according to the individual needs of each pupil.

Teaching and Learning Strategies

PSHE is taught through a combination of:

- Specially time-tabled lessons (mixed gender classes, depending on the cohort);
- As an integral part of other subject areas;
- School activities and events.

The school is committed to maintaining a supportive environment for its pupils and to encouraging positive and trusting relationships between adults and children and children and with other children.

Teaching and Learning is most effective when it is participative and active, children are encouraged to take part in a range of tasks that promote active citizenship.

The following strategies may be used:

- Assemblies;
- Active learning (discussion, listening to views of others, exploration); problem solving activities
- Setting ground rules for PSHE lessons;
- 'Circle times';
- Distancing techniques (eg drama, role play, case studies, puppets, quizzes);
- Written information;
- IT;
- Time allowed for reflection;
- Surveys, questionnaires;
- Visitors from the local community (school nurse, police school liaison officers);
- Visits;
- Videos;
- Clubs;
- School Council.

PSHE and IT

ICT in PSHE enables children to learn to work together in a collaborative manner. They develop a sense of global citizenship by using the internet and e-mail. Through discussion of safety and other issues related to electronic

communication, the children develop their own view about the use and misuse of IT and they also gain an insight into the interdependence of IT users around the world. Online role-play software such as hazards in the kitchen and bathroom programmes on the interactive whiteboards, provides a very safe arena to try out actions without harmful consequences.

Identifying Enrichment Opportunities

Examples of these include visits, outside speakers, clubs, fund raising events, environmental projects, theatre groups, special projects and health-based activities. During the year, such additional events contribute to the personal and social development of pupils. Enrichment afternoons will also develop children's PSHE skills and give opportunities for children to support others in different year groups across school.

Curriculum Content and Schemes of Work

Flexibility is required in planning and teaching so that the individual needs of each learner are carefully considered.

See schemes of work and long and medium-term planning documents which cross references to other subject areas, eg English, RE, PE, D&T and Science.

The Foundation Stage

We teach PSHE in Early Years as it is an integral part of the curriculum. We relate the PSHE aspects of the children's work to the objectives set out in the EYFS curriculum. Our teaching in PSHE matches the aim of developing a child's personal, social and emotional development as set out in the EYFS framework. It also links closely with 'understanding the world' within this documentation where appropriate links are made and key skills are taught.

Assessment of Children's Work

The assessment process must promote self esteem by valuing contributions and enabling children's voices to be heard.

Although there are no statutory assessments at Key Stages 1 and 2, reference is made throughout the child's time at school on an informal basis, eg:

- taking, increasing responsibility for their behaviour and actions and have become increasingly aware of the consequences;
- have increased understanding about how their body works and how to keep safe and healthy;
- can give and get help;
- self-assessment by children plays an important part;
- opportunities are provided for them to **reflect** and **review** their knowledge and understanding, skills and attitudes, and **record** their own achievements.

Teachers also assess using formative assessments throughout your child's school year.

Handling Sensitive Issues/Answering Difficult Questions (eg bereavement, homophobic bullying, RSE, drugs, issues)

Whilst accepting that children will often disclose information or ask questions of a sensitive nature, such information will be discussed in a small group or single gender group or on a one-to-one basis, outside the classroom situation.

- listen and assess situation with care before taking any action;
- keep the welfare of the child as the focus;
- if necessary explain that 'secrets' cannot be kept from others who may be able to help
- explain reasons for concern;

- consider range of options available and possible consequences;
- consult with/get help from colleagues;
- inform designated safe guarding lead / parents / CPOMS nurture staff and outside agencies, where required
- Introduce after school clubs including sporting activities.
- Support healthy eating and drinking throughout the school day;
- Ensure that all aspects of health and safety are met;
- Acknowledge that staff and other adults are influential role models for pupils and should demonstrate appropriate interactions, adult to adult and adult to child, as well as demonstrating healthy choices in front of children.

Equality

All staff at Oakworth Primary School promote equality and good community relations and avoid discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation, or socio-economic circumstances.

Please see our Trust equality policy for more information.

Monitoring and Evaluation

Pupil assessment and objectives in the policy will serve as the criteria for a rolling programme of evaluation as part of the school development planning and review process.

- All staff and pupils will be involved in the evaluation process;
- Monitoring and development of PSHE throughout the school is primarily the responsibility of the culture and values team, Safeguarding governor and Headteacher, in co-operation with the class teachers and all school staff;
- Regular reviews will be held, samples of children's work monitored, pupil voice gathered and lessons observed;
- The culture and values team will identify the INSET needs of colleagues and ensure that adequate resources are available for the teaching of PSHE. Strengths and weaknesses in the subject will be addressed and specific areas for further improvement indicated.