



# South Bersted CE Primary Personal Social and Health Education Policy

Web and/or Internal	Internal & Web
This policy should be reviewed every	Every three years
Policy approved by Governors	Autumn 2019
Date of Review	Autumn 2021
Member of staff responsible	Deputy Headteacher
Policy created by	Deputy Headteacher
Signed by Chair of Governors and/or Headteacher	

## **Policy Context**

This policy covers our school approach to PSHE, it was produced based on the guidance and planning of the PSHE Association and includes the Governments statutory updates to the 2020 PSHE curriculum. The curriculum was developed in consultation with staff, parents, governors and children and each stakeholder was given the opportunity to give feedback on the curriculum planning and resources.

## **Rationale and Aims**

Our school's approach to PSHE is based on our Christian vision: ensuring children '*Learn for Life, Aim for Excellence and Listen to the Voice of God*', as part of learning for life, we aim to ensure children have the knowledge and strategies to deal with an ever-changing society both while they are in our care and after they have left. We are committed to *enriching children's moral and spiritual development and inspiring all to become caring, responsible 21<sup>st</sup> century global citizens*. This is underpinned by John 10:10 '*Life in all its Fullness*'

Our PSHE curriculum is also supported by our school values and our Philosophy for Children (P4C) programme.

- Our school values support our PSHE curriculum by exploring concepts such as Koinonia and the benefits of respecting each other and working together.
- Our P4C curriculum gives children the opportunity to discuss real-life global issues as well as problems or worries that they may be experiencing. This is achieved through bi-weekly whole school P4C sessions and child-directed class led sessions.

## **Teaching and Learning**

### **Creating a Safe and Supportive Learning Environment**

PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. We ensure a safe and secure environment by establishing clear ground rules when participating in P4C or discussions, we ensure children have the opportunity to talk to adults if they feel worried or alternatively they can put a worry slip in the class worry box which will then be addressed by school staff.

It is important for teachers to create an atmosphere in which pupils:

- ✓ Feel comfortable and trusted
- ✓ Feel able to contribute
- ✓ Recognise that making mistakes is part of the learning journey
- ✓ Can use language as a tool of exploration
- ✓ Feel supported
- ✓ Support each other
- ✓ Express their feelings

In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. All staff and volunteers have taken part in safeguarding training and know the schools' policies and procedures if they are concerned about a child.

### **Entitlement and Equality of Opportunity**

Within our curriculum full PSHE education provision is accessible for 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. We promote the needs and interests of all pupils irrespective of gender, culture, ability or social circumstance by ensuring baseline assessments and differentiation to ensure activities are suitable and accessible to all children including those with SEND or EAL.

### **Intended Outcomes**

The South Bersted PSHE curriculum is taught across 3 core themes:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Overarching concepts developed through the curriculum are:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.)
2. Relationships (including different types and in different settings, including online.)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices.)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts.)

7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.)
9. Career (including enterprise, employability and economic understanding.

Theme Outcomes	
Health and Wellbeing	Relationships
<ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships</li> </ol>
Living in the Wider World	
<ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect diversity and equality and how to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. the part that money plays in people's lives</li> <li>8. a basic understanding of enterprise</li> </ol>	

### Assessment

We will assess pupils' learning and progression through ongoing assessment for learning by the class teacher and an end of module pupil voice form to give a final assessment of their understanding.

### Staffing

All teachers will be responsible for teaching the discrete programmes of PSHE and for leading Circle Time. Every adult within the school will have a responsibility to act as a good role model and to promote a caring and secure environment for the pupils. It is the role of the Subject Leader to oversee planning, offer support in the classroom, to ensure adequate resources, meet training needs and remain updated on recent legislation and guidance.

### **Working with Parents**

Parents were given the opportunity to consult during the development stage of the PSHE curriculum, they are able to talk to teachers if they have any concerns and we offer support to parents around how to address issues at home. Every year, before the teaching of RSE, parents will be invited in for a workshop (RSE policy).

### **Working with Others**

We will continue to maintain our contact with outside professionals, including the School Nurse, Police Schools Liaison Officer, charity representatives, local council and local churches. These visitors may be part of/included within our programme of work. They will work within the guidelines of the school PSHE Policy and interventions will be discussed with the class teacher before starting the work to be covered.

### **Policies**

There are a number of policies linked to the PSHE policy:

- Behaviour Management
- Sex and Relationships Education (SRE)
- Teaching and Learning
- Science
- RE

### **The Governors Role**

The Governing Body's aim is *"to enable all children to achieve their full potential, by ensuring that equality of opportunity is actively promoted by the content and organisation of the whole curriculum"*. This curriculum will be free from discrimination on the grounds of race, sex, class, disability or special educational needs.

The Governors will ensure the equality of opportunity is promoted for all the staff at the school, irrespective of their race, gender or religion.

The Governors shall delegate responsibility to the Headteacher for the implementation and monitoring of the Equal Opportunities Policy.

### **Monitoring and Evaluation**

The evaluation of whole school programmes of PSHE such as improving pupil behaviour, will involve all staff including support staff, children and possibly parents. The evaluation of specific class-based activities is usually carried out by individual teachers and children. The overall responsibility for the monitoring and evaluation of the PSHE curriculum is that of the PSHE Subject Leader and the Senior Leadership Team.

Methods of evaluation include observation of pupil behaviour and PSHE lessons, the use of interviews and questionnaires with pupils, self-evaluation by children, and testing the acquisition of intended knowledge and attitudes.