



Wilkinson Primary School

Policy for Personal, Social and Health Education (PSHE)

Introduction

This policy expresses the school's purpose for the teaching and learning of PSHE. It sets out the aims; planning of the curriculum and assessment and monitoring based on the PSHE programmes of study (POS) for Key Stages 1 and 2 set out by the PSHE association.

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Definitions

The following terms are used in this policy
PSHE – Personal Social and Health Education
SMSC – Social, Moral, Spiritual and Cultural
RSE – Relationship and Sex Education.
DT – Design and Technology
RE – Religious Education
EYFS – Early Years, Foundation Stage.

Context

Skills relating to PSHE are integral to the well-being both of individuals and of group of people, be that a family group, friendship group, work group or society as a whole. Human beings need to learn how to look after their own minds and bodies and how to live successfully and happily in societies whilst caring for the environment around them. Where children have not experienced positive relationships at home, they need to be exposed to these elsewhere. At Wilkinson we strive to provide this for all our children so that they can feel happy about themselves and happy growing up in and contributing to society as young people and adults.

INTENT

In **PSHE it is our intent that** all our children will aspire to be healthy, independent and responsible; understanding how they are developing personally and socially, give them confidence to tackle the issues that are part of growing up, understand their rights and responsibilities and develop their sense of self-worth.

IMPLEMENTATION

Purpose:

PSHE at Wilkinson promotes social, moral, spiritual and cultural development through the core themes of Health and Wellbeing, Relationships and Living in the wider world. Using the school motto of "Show

Pride and respect in all that we do” and our school aim to “ASPIRE” children are helped to acquire a critical appreciation of issues of right and wrong, justice, fairness and rights and obligations in society. As well as this, PSHE helps equips children with the knowledge they need to make informed decisions about their health and to understand how their bodies and emotions change as they get older. Pupils are encouraged to consider their own views and opinions and respect those who hold different beliefs.



Curriculum coverage and progression:

At Wilkinson we follow the programmes of study set out by the PSHE association which can be found at: <https://www.pshe-association.org.uk/curriculum-and-resources> . The overarching concepts developed through the scheme are identity, relationships, a healthy balanced lifestyle, risk, diversity and equality, rights, change, power and career. These are taught by developing the skills and attributes of interpersonal and social effectiveness, personal effectiveness, managing risk and decision making.

These learning outcomes of the programmes of study are taught through the Wilkinson aim of ASPIRE and our school motto: “Show pride and respect in all that we do”. The links of what the children are learning to these are made clear to them in each sessions. Each Term the children will learn about one or more of the key PSHE themes:

- Health and wellbeing
- Relationships
- Living in the wider world

Subject Leaders ensure progression through robust Curriculum overviews and throughout the year the children engage with planned activities designed to cover all aspects of the PSHE programmes of study, but teachers are encouraged to choose activities that are tailored to their particular class.

Delivery of the Curriculum

PSHE is delivered in a three-fold way at Wilkinson: ASPIRE pauses, ASPIRE stops and ASPIRE throughout.

ASPIRE pauses: These happen at least twice a week but teachers are encouraged to have a pause more often, in response to the needs of the children in their class as they arise. A pause lasts for between 15 and 20 minutes and provides valuable time to rehearse and practice PSHE themes, skills and attributes as well as introduce new ideas or reflect on familiar ones. Activities are designed to engage

children and motivate them to explore the PSHE themes. Staff choose activities from a selection given to them and both the children and staff are encouraged to feedback on what they have learnt /practiced and how it will impact on them. Evidence for these sessions takes a variety of formats. These include, videos, photos, post-it notes, displays, brain storms etc. For a full list, refer to the relevant section in the PSHE folder.

ASPIRE Stops: Twice a term, each class will take an ASPIRE Stop. These are longer sessions lasting between 45 minutes to an hour where the PSHE themes can be explored in greater depth. Staff follow planning for these and again, evidence for these can be in a variety of formats. Planning covers all three of the core themes of PSHE, differentiated to the age of the child and the needs of the children. Staff are encouraged to choose the sessions that are most relevant for the children in their class. Both staff and children have the opportunity to reflect on what they have learnt and how it will impact them and others.

ASPIRE throughout: The principles of PSHE run throughout school in the daily routines, procedures and teaching and learning. A breakdown of how the PSHE programmes of study are taught in these different aspects of school can be found in “An Introduction to PSHE at Wilkinson”.

Assessment:

The intent of assessment in PSHE is to ensure effective planning for the existing needs and skill sets of the children. There are different ways in which PSHE can be assessed on a less formal basis than other curriculum subjects and these tools are employed during and at the end of sessions.

It is as important that the children self-assess alongside the teachers as a large part of PSHE is about personal reflection and an understanding about why and how the children hold certain beliefs and values. After each session, staff and children have an opportunity to reflect on their learning and comment on the back of the assessment sheet. For a breakdown of the different methods of assessments used, please refer to the exemplars in the curriculum folder.

Early Years:

PSHE underpins everything in the EYFS curriculum. It is taught through all strands of learning, especially through PSE (Personal, Social and Emotional learning). For specific details, refer to the EYFS policy and planning documents.

Online safety:

Where ICT is used in PSHE, teachers will have planned and resourced content that is safe for the children. Online safety is covered as part of the PSHE curriculum, and this complements what is learnt about in computing. The Subject Lead’s for Computing and PSHE collaborate on this, and monitoring is undertaken jointly. Staff receive training on E-Safety matters as the need arises.

Monitoring:

The PSHE Leads monitor the planning and delivery of PSHE in a number of ways, including:

Monitoring includes:

- Monitoring of planning
- Observation of lessons.
- Monitoring work produced.
- Pupil Voice interviews
- Monitoring of pupil and staff feedback on sessions.

- Learning walks.

As the ASPIRE curriculum runs throughout everything that happens in school, Subject Leads also monitor other aspects of school life that complements the ASPIRE curriculum. Such monitoring aids the Subject Leads in assessing the attainment and progress of the children throughout the school.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for PSHE
- Sessions and resources are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEN in PSHE. Staff are aware that mixed ability pairings may be effective in certain circumstances but should be aware of a more able child dominating the pair. For PSHE, it is also true that a very academically able child may struggle with certain aspect of PSHE due to an SEN e.g. children with ASD or ADHD.

Safe and Effective Practice

We will ensure a safe learning environment by following our school policies and procedures in relation to keeping children in education safe and by being sensitive to the individual needs and circumstances of the children in our classes. We follow the guidelines suggested by The PSHE Association in their advice “Handling complex issues safely in the PSHE education classroom” (PSHE Association 2018, www.pshe-association.org.uk). Staff are accordingly trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions in a safe environment.

Teaching staff endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child/young person’s needs. This may involve referring the child/young person back to their parent/carer, other internal or external support. The teacher will refer any concerns regarding safeguarding to the DSL via CPOMS and by personal conversation if urgent. Any referral to an external agency such as the School Nurse, a young person’s health drop-in service, Walk in Centre or their GP is done via the child’s parent /carer. The teacher can access support from the Inclusion Leader and the Family Liaison officer to facilitate this.

During PSHE lessons and discussions staff establish clear ground rules with pupils to ensure pupils feel safe, listened to, and supported.

Safeguarding

All staff are continuously trained in safeguarding. Teachers are aware that effective PSHE which brings an understanding of what is and what is not appropriate in a relationship may potentially lead to a disclosure of a child protection issue. In this situation staff follow internal safeguarding systems including informing the Safeguarding Lead via CPOMS and in person if the matter is urgent. Staff are kept up to date on a need to know basis of issues surrounding the children in their care/. In addition to this, prior to teaching specific sessions, teachers consult with the Designated Safeguarding Lead to check whether issues addressed may be of particular relevance to individual children in their class and appropriate differentiation can be made.

Where appropriate, suitably experienced and/or knowledgeable visitors from outside school (such as the school nursing team) may be invited to contribute to the delivery of RSHE in school. All visitors will be familiar with and understand the school's PSHE policy and work within it. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

SEND

PSHE must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. At Wilkinson we are mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE can also be a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing learning opportunities.

For individual children, there may be a need to tailor content and teaching to meet the specific needs of these pupils at different developmental stages. Some children will also have discrete learning opportunities relating to PSHE on the SEND Support Passport. As with all teaching for these subjects, we ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to statutory requirements.

Roles and responsibilities:

Those involved with the development of this policy and in management of the PSHE and RSHE curriculum include:

- Mr P Smith – Curriculum Lead, responsible for the organisation of training for relevant staff members and the management of resources. He is responsible for designing the curriculum and monitoring its effectiveness, responding to changes in need accordingly (this might include nationwide or worldwide current affairs that are affecting society).
- Mrs Foster, Inclusion Leader and SENCo – works as part of the PSHE /RSE team and supports on the delivery of PSHE and RSE. Mrs Foster also sits on the Pastoral Team.
- Teaching staff and support staff are responsible for the delivery of lessons and key RSHE messages, alongside the school nurse. They also participate in and facilitate the pupil review process integral to assessing children's response to the learning sessions. Teaching staff will receive ongoing training as required to support with delivering the curriculum.
- Miss E Lane - Family Liaison Officer and Designated Safeguarding Lead -responsible for checking policy for safeguarding compliance and deal with SG matters should they arise. Miss Lane also contributes to enrichment opportunities provided for children and parents by organising visitors coming into school as well as signposting parents to support services. Lane also sits on the Pastoral Team.
- Miss D Brittain –works to co-ordinate emotional support for the children who need it, signposting families and class teachers to the best support. Miss Brittain also sits on the Pastoral Team.

- Mrs J Thomas - School Governor with responsibility for PSHE and RSHE and school nurse. Nurse Julie also delivers parts of the curriculum.
- Mrs C Gibbon - Head Teacher – responsible for oversight curriculum/policies, deals with issues concerning withdrawal.
- Ms Amanda Evans - Local Authority advisor supporting with subject development, sharing best practice, updating any national guidance/training, LA trends.
- Parents and Carers – supporting school in the delivery of PSHE and in underpinning the attitudes and values promoted in the curriculum. Responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

Links to other Policies:

When considering PSHE at Wilkinson, you should also regard the following:

RSE policy
 Behaviour policy
 Anti-bullying policy
 RE policy,
 DT policy,
 Science policy,
 PE policy,
 EYFS policy,
 Safeguarding and child protection policy,
 Digital safeguarding policy
 Computing policy
 Equality policy.

This policy should be read in conjunction with “An Introduction to PSHE at Wilkinson”. Which sets out the aims and objectives of PSHE and how the curriculum is organised. All of these can be found on the school website or by contacting the school directly.

Review:

- This policy will be reviewed annually by the PSHE Subject Leads and Leadership Team and shared with the school community.