

# Slindon Church of England Primary School



## PSHE policy

<b>Approved by:</b>	Headteacher (Lucy Cooper) and Governing Board
<b>Date:</b>	9 <sup>th</sup> September 2020
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## 1. Aims

Our vision for Slindon Church of England Primary School is to inspire and nurture children in a secure, caring and happy Christian community, where diversity and individuality are celebrated. We believe that all individuals are of equal worth and we seek to foster mutual respect and responsibility. We encourage children to develop confidence and resilience in an environment where rights are respected, efforts are valued and all children flourish. The teaching and learning of PSHE in our school supports and upholds this vision.

PSHE deals directly with the diverse values, beliefs and attitudes of individuals and society. PSHE helps pupils acquire British attitudes and values which are necessary if they are to make sense of their experiences, value themselves whilst respecting others, appreciate difference and diversity and feel confident and informed British citizens.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain and leave school equipped with skills they will need throughout their life.

Our PSHE curriculum provides structured opportunities for class teachers and pupils to explore a wide range of social, moral, cultural and behavioural issues. At Slindon Church of England Primary School we believe that PSHE education cannot and should not exist in isolation; it must be part of a whole school approach.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

## 3. Content and delivery

### 3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached Long Term Plan.

### 3.2 How we teach it

Weekly PSHE lessons are taught by class teachers in each class.

Teaching is taught in mixed gender groups. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

All children will be given suitable learning challenges responding to their diverse learning needs and to overcome potential barriers to learning and assessment. Special provision or extra help will be given to children who need it at both ends of the learning spectrum. Further details are available in the Special Educational Needs Policy.

All children will be given equal value with regard to ethnicity, gender and cultural background. Further details are available in the Equal Opportunities Policy.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching PSHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We learn and use anatomically correct language

Pupil's questions will be dealt with sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are asked a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since PSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including assemblies, school council, whole-school events, Picture News lessons and activities and the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school.

At Slindon CE Primary School we have developed a bespoke curriculum using the Education for Safeguarding (E4S) curriculum builder. Each half term is dedicated to following a core theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. Aspects of PSHE will also be covered within other subject teaching and on special days and weeks. For instance; we celebrate diversity and engage in learning during Black History Month and LGBTQ+ month, Mental Health Awareness Week and Refugee Week.

PSHE is assessed termly in line with our Foundation Subjects Assessment procedure.

Children's progress in PSHE will be reported to parents during parent's evening and in the end of year report.

## **4. Roles and responsibilities**

### **4.1 The governing board**

Emer Cloke, as the governor responsible for monitoring PSHE, along with the governing body will approve the PSHE policy and hold the Headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by the PSHE lead teacher Rachel Poulton through:

The delivery of RSE is monitored by Rachel Poulton, lead teacher for PSHE/RSE through:

Planning scrutinies, analysis of foundation assessment data, consultation with pupils and staff.

Pupils' development in RSE is monitored by class teachers as part of our internal foundation assessment systems.

This policy will be reviewed by Rachel Poulton PSHE/RSE lead teacher each year. At every review, the policy will be approved by Lucy Cooper, the Headteacher and Emer Cloke, lead governor for PSHE/RSE.

## **6. Links with other policies**

This policy links to the following policies and procedures:

RSE

SEND

Science

Collective Worship

Equal Opportunities

Bullying

Long Term PSHE plan for 2020-2021								
Year	Year A							
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2
Year 1	<b>Physical Health and Wellbeing</b> What keeps me healthy?	<b>Mental Health and Wellbeing</b> Friendship	<b>Mental Health and Wellbeing</b> Relationships	<b>Drug, alcohol and tobacco education</b> Medicines and me	<b>Keeping Safe and managing risk</b> Indoors and outdoors	<b>Sex and Relationship Education</b>	<b>Physical Health and wellbeing</b> Fun times	<b>Keeping Safe and Managing Risk</b> Bullying – see it, say it, stop it
Year 2	<b>Identity, society and equality</b> Democracy	<b>Keeping Safe and Managing Risk</b> Bullying – see it, say it, stop it	<b>Physical Health and Wellbeing</b> What is important to me?	<b>Keeping Safe and Managing Risk</b> Playing Safe	<b>Sex and Relationship Education</b> Growing up and Changing	<b>Sex and Relationship Education</b> Growing up and Changing	<b>Drug, alcohol and tobacco education</b> Tobacco is a drug	<b>Keeping Safe and Managing Risk</b> Bullying – see it, say it, stop it
Year 3	<b>Human Rights</b> Identity, Society and equality	<b>Mental Health and Wellbeing</b> Healthy Minds	<b>Keeping Safe and Managing Risk</b> Keeping safe out and about	<b>Drug, Alcohol and tobacco education</b> Weighing up risk	<b>Sex and Relationship Education</b> Healthy relationships/How a baby is made  Real Love Rocks (Y6 only)	<b>Sex and Relationship Education</b> Healthy relationships/How a baby is made  Real Love Rocks (Y6 only)	<b>Physical health and wellbeing</b> In the Media	<b>Identity, society and equality</b> Steroids, discrimination and (in) tolerance in the home

RSE units