



## **Benthal Primary School**

### **PSHE**

### **(Personal, social, health and economic) Education Policy**

<b>Agreed by</b>	Chair of Governors
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# PSHE Policy

## **1. Intent**

At Benthall, we believe that personal, social and health education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that Benthall is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school.

PSHE is at the heart of our school ethos. PSHE is taught as both explicit lessons, using the Twinkl scheme of work which is fully in line with both statutory guidelines and the PSHE association; but it is also embedded in other areas of the curriculum and day-to-day life of the school, through our Benthall Values.

We aim to support:

- Happy and positive relationships
- Empathy and compassion
- The confidence to make the most of their abilities
- Value and respect of diversity
- Respect for others' rights to their own values and beliefs
- Evaluation (and appropriate challenge) of the opinions and arguments of others
- Leadership and presentation skills
- Strategies for managing influence
- Skills for money management
- Skills for employability (aspiration, communication, creativity, goal setting)
- Taking positive risks

## **2. Aims**

Through the teaching of PSHE, we aim to combine citizenship and personal well-being through a values-based education. We aim to give children the knowledge, confidence and self-awareness to make informed choices; to develop social awareness and social skills; to promote responsibility, good manners and a safe and healthy lifestyle.

Through PSHE, we aim to give children the tools to make sense of their personal experiences and to understand and manage their feelings. It is our aim that children understand the context of British society and the rights and responsibilities that come with citizenship.

The objectives of our PSHE programme are to:

- Develop positive values and a moral framework that will guide their decisions, judgments and behaviour
- Have respect for others regardless of race, age, gender, culture, disability or disposition.
- Be aware of how to keep themselves safe
- Be positive and active members of both the school and wider communities.
- Have the confidence and self-esteem to value themselves and others
- Help young people to move with confidence from childhood through adolescence into adulthood

- Form positive and healthy relationships with others
- Behave responsibly within relationships, understanding that their actions have consequences
- Help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
- Develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

Please consult our Relationship & Sex Education Policy for details on the RSHE strands of PSHE.

### 3. Legal Requirement

PSHE is a non-statutory subject. However the expectation that all schools teach PSHE is outlined in the introduction to the 2014 National Curriculum, where it is stated that, ‘All schools should make provision for PSHE education, drawing on good practice.’

The PSHE policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

### 4. Curriculum Requirements

The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. The guidance applies to:

<b>Relationships Education</b>	<b>Relationships and Sex Education</b>	<b>Health Education</b>
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

### 5. Organisation

PSHE is most effectively taught through a ‘spiral programme’. For each year group the PSHE curriculum is organised into three cores themes which are repeated across the year. Each year group will learn about:

- Relationships
- Living in the Wider World
- Health & Well- Being

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’. Please see Appendix 1 for the PSHE Curriculum Map overview.

## **6. Approaches to Teaching PSHE**

We promote the spiritual, moral, cultural, mental wellbeing and physical development of pupils in our school.

Children are taught how to live within the local community and are prepared for the opportunities, responsibilities and experiences they may encounter in later life.

We also ensure that all members of the school community understand their respective roles in relation to teaching and confidentiality:

- PSHE lessons have a clear focus which is shared with the children in order for them to understand how to be successful
- Teachers aim to ensure that children are able to learn in the way best suited for their individual needs
- Teachers give the opportunity to agree ground rules for lessons where sensitive issues may arise. These ground rules should be behaviour and confidentiality focused and implementation should be consistent and rigorous
- Teachers encourage pupils to make links to other areas of the curriculum and school life
- Teachers reassure students that their best interests will be maintained
- Where appropriate, staff encourage pupils to talk to their parent or carer, and are provided with support to do so
- Teachers inform of alternative sources of confidential help, for example, Designated Safeguarding Leads, ChildLine.

## **7. Safeguarding**

As PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and confidentiality 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'. In this instance Class Teachers are expected to follow the school's Safeguarding & Child Protection Policy.

- We will create a safe and supportive learning environment by establishing ground rules and the use of distancing (Eg no personal stories)
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by speaking to a Designated Safeguarding Lead.
- This policy is informed by the school's Safeguarding & Child Protection policy.

## **8. Responding to Pupil's questions**

- Pupils' questions will be answered by the class teacher in the first instance. The class teacher will take time to consider their answer and be honest about needing time to think of the best response, whereby they can consult with colleagues and the subject lead if necessary
- We will allow pupils to raise anonymous questions by the use of an 'Ask it Basket'
- If a safeguarding issue is raised by an anonymous question we will comply with the school safeguarding policy and seek advice from a Designated Safeguarding Lead

Please refer to Dealing with Sensitive Issues and Answering Difficult Questions section in the RSHE Policy

## **9. Role of the Subject Lead, Management and Training**

The subject leader's main responsibility is to promote the school's vision and ethos by ensuring that the teaching and learning of PSHE is delivered consistently and to a high standard across the school. Also, use strategies to enable all learners to participate and enjoy learning.

The PSHE Lead will:

- Organise whole school initiatives and events to promote the learning of PSHE.
- Attend regular forums and training provide by the local authority.
- Work with consultants and agencies to provide relevant learning experiences.
- Manage a budget and other resources effectively.
- Provide a report to SLT and Governors each term to evaluate impact and the effectiveness of provision.

Teachers have access to training in the teaching of PSHE through:

- Staff meetings- to share expertise
- Use of specialist teachers for support

## **10. SEND, Inclusion and Equal Opportunities**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy.

All PSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering PSHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding

## **11. Assessment, Review and Monitoring**

The Scheme of work is provided through Twinkl, this will be reviewed after a full cycle of learning has been completed. Coverage will be assessed by comparing the work in folders with schemes of work. The work in folders should be broadly based on the scheme of work. Teachers should use their professional judgement or seek advice from the PSHE lead if they wish to do something different.

Assessment of pupil achievement will be covered by adhering to the school's marking policy, where teachers and pupils will assess against the success criteria.

## **12. Staff**

Staff are responsible for:

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

Please refer to the section on Staff in the RSHE Policy

## **13. Parental Engagement**

We actively encourage parents/carers participation, discussion and questions about our PSHE curriculum.

To support this we will:

- Publish our policy and curriculum overview on the school website
- Inform parents of their child's progress at parent evenings and in the annual, written report
- Publicise key events relating to the PSHE curriculum
- Invite parents to view the PSHE resources to give feedback

Please refer to the section on Parents in the RSHE Policy

## **14. Right to Withdraw**

Parents do not have the right to withdraw children from statutory Health Education or Relationships Education elements of the PSHE curriculum or the Science curriculum.

Please refer to the section on Parents Right to Withdraw in the RSHE Policy.

## **15. Further policies**

In conjunction with this policy, please also see:

- RSHE Policy
- Mental Health and Well-Being policy (formally known as the Behaviour & Anti-Bullying Policy)
- Child Protection & Safeguarding policy
- Keeping Children Safe in Education Policy updated in January 2021
- Anti-bullying policy and procedures
- E-Safety policy
- Equalities Policy

**Appendix 1**



**Please find attached Curriculum Map for PSHE & RSHE**