



‘Transforming lives through inspirational learning’

<b>POLICY NAME:</b>	<b>PHSE Policy</b>
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Reviewed by:	<b>Emma Hawes</b>
Approved by:	
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# **The Pines Primary School**

## **PSHE policy**

## 1. Aims

The Pines Primary School is a happy, creative and inclusive school located in Red Lodge. We aim to ensure that all our pupils are excited about coming into school each and every day and are enthused by their learning through every aspect of school life. Our ethos of 'transforming lives through inspirational learning' underpins everything we do and is reflected in the variety of learning opportunities on offer at The Pines.

The aims of personal, social, health and economic (PSHE) education in our school are to:

- To enhance skills for communication, empathy and healthy relationships which underpin success in learning and relationships
- To support the development of resilience, self-esteem, self-efficacy and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## 2. Statutory requirements

This policy supports our whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

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

### **Duty to promote Well Being**

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE is a significant part of our response to these duties.

### 3. Content and delivery

#### 3.1 What we teach

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

Refer to our Sex and Relationships Education Policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be viewed at

[www.thepinesprimary.co.uk/policies/](http://www.thepinesprimary.co.uk/policies/).

#### 3.2 How we teach it

Children receive their entitlement for learning in PSHE through a progressive, interactive and creative curriculum. Our PSHE programme is delivered through a variety of opportunities for children, including:

- Weekly PSHE lessons
- Forest School Sessions
- Enrichment weeks/days, e.g. Anti-bullying Week
- Visitors, e.g. dental nurse, PCSO, career talks
- Day visits
- Assemblies on our school's values
- Small group interventions, e.g. social skills groups.

We recognise that PSHE is best taught by adults who know our children well. PSHE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

Our PSHE programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning based on these 3 core themes:

- **Heath and Well Being**  
Healthy Lifestyles  
Growing and Changing  
Keeping Safe
- **Relationships**  
Feelings and Emotions  
Healthy Relationships  
Valuing Difference
- **Living in the wider world**  
Rights and Responsibilities  
Environment  
Money

A wide range of teaching methodology is used in teaching the PSHE curriculum. The focus is on interactive and collaborative learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

### **Ground Rules**

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

### **Answering Questions**

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead or Headteacher. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), Headteacher and deputy in line with school policy and procedures.

### **Visitors**

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school. The Pines Primary has a code of practice for using visitors in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's relevant policies and work within them
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **Curriculum resources and materials**

We primarily use the Cambridgeshire Primary Personal Development Programme. Resources are gathered from those recommended within the scheme and the teachers own professional judgement matching the needs of the children when planning and delivering PSHE.

We will avoid a 'resource-led' approach to delivering PSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives.

When PSHE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

### **Confidentiality and safeguarding**

The delivery of high quality PSHE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHE. Adults will ensure that children understand what they may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

### **Assessment, recording and reporting**

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth.

We will use self-assessment where appropriate at the end of each lesson. Children are supported to participate in this process appropriately for their age and ability. In KS2 children take an active part in assessing their own learning using the "I can" statements.

Summaries of assessment information are used to assess children's learning against the DfE statements, in line with national guidance for Relationships Education and Health Education.

We report to parents/carers at the end of the school year on children's learning and progress within PSHE as well as more informal discussions that take place through the termly Parent Evenings.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board 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. Inclusion, Equality and Diversity**

At The Pines we promote the needs and interests of all pupils. Our approaches to teaching and learning take into account the ability, age, readiness and cultural and faith backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others.

## **6. Monitoring arrangements**

The delivery of PSHE is monitored by PSHE Leader through:

- planning lessons,
- monitoring and dialogues with staff
- Book Scrutiny
- Teacher Assessment

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

This policy will be reviewed by Emma Hawes – PHSE Coordinator. At every review, the policy will be approved by the governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

SRE Policy 2021