

# Lockington CE VC Primary School



## PSHE Policy

**Revised & Updated November 2022**

Date Policy Formally Agreed By Governors:	9 Jan 2023
Date Policy Becomes Effective:	Spring Term 2023
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	PSHE Subject Leader (Julie Cattle)

## 1. Introduction

At Lockington CE VC Primary School, we are committed to providing opportunities for all pupils to study Personal, Social, Health and Economic Education (PSHE) as part of a broad and balanced curriculum. This policy has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021). It outlines the organisation and management of PSHE at Lockington CE VC Primary School.

This policy has been written within the context of our school's mission statement:

*Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.*

It has also been written within the context of our school's Christian vision, rooted in the teachings of Jesus:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).'*

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as academic achievement.

At Lockington CE VC Primary School we are committed to promoting the health and wellbeing of pupils, and of the whole school community, and we fully recognise the cyclical relationship between wellbeing and learning.

Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects our aims in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Although PSHE is a non-statutory subject, there are aspects we are required to teach:

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

The parental right to request to withdraw their child from Relationships and Sex Education (RSE) (but not Relationships or Health Education) remains for aspects of Sex Education which are not part of the Science curriculum.

Relationships Education is complemented through our PSHE curriculum. Relationships Education is defined as the: 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'.

This policy should be read in conjunction with our RSE Policy, Behaviour and Discipline Policy, Anti-Bullying Policy, Equality Policy, E-Safety Policy and Internet Access Policy.

It has been developed in consultation with school staff, pupils, parents and governors.

## **2. Aims**

Through PSHE we aim to:

- provide pupils with the opportunity to learn more about themselves, their body, their peers, and the world around them;
- prepare them for life outside and beyond school;
- help children to understand different emotions and feelings, and to know that it's important to reach out when they're struggling, and that there is always someone who can help;
- give children the knowledge and tools they'll need in everyday life, both now and once they leave school to make informed choices and decisions;
- foster notions of responsibility and empowerment, a sense of achievement, and enhance self-confidence and self-esteem;
- support the development of social skills and social awareness;
- help pupils to understand and manage their feelings;
- enable pupils to make sense of their own personal experiences;
- promote positive attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others;
- encourage a responsible attitude towards the environment;
- help pupils to understand how society works and the rights and responsibilities involved;
- help pupils to understand and respect diversity and cultural differences;
- teach pupils about British Values and how we can incorporate these into our daily life.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum delivered age appropriately.

## **3. The Nature of PSHE**

PSHE education helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential.

## **4. Teaching and Learning**

PSHE education is taught across the school as a specific lesson and also discretely within a rich and diverse cross-curricular context. We use resources to support our planning, such as Twinkl and Primary Futures. Visits, visitors and a wide range of learning resources also support teaching and learning. PSHE can be taught through experiences such as being involved in, for example, electing the School Council, becoming Sports Leaders, and taking

on various roles and responsibilities throughout the school. PSHE is also taught through modelling and promoting our school values and through giving pupils ownership and responsibility for their own work and behaviour by, for example, being given collective responsibility for agreeing their own rules in school.

Visitors, such as the NSPCC, provide workshops and talks for pupils. Christian values and British values are explored in whole-school assemblies and collective worship, using resources such as Picture News and Roots and Fruits. Pupils are provided with opportunities to join in national initiatives, such as Anti-Bullying Week, Safer Internet Day and Children in Need, as well as local initiatives, such as Dove House Hospice Reindeer Run, supporting foodbanks through the local church and being involved in enterprise initiatives for The Friends of Lockington School.

## **5. PSHE Timetable**

**KS1** – equivalent to up to 1-hour lesson weekly.

**KS2** – equivalent to up to 1-hour lesson weekly.

## **6. Curriculum Planning**

PSHE education is carefully planned over a two/four-year cycle, due to the nature of our mixed-age classes, to engage and excite all our learners. Our long-term and medium-term plans map out the knowledge and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term and across each key stage. Units of work from Twinkl are adapted to ensure current initiatives are included. Class teachers adapt the medium term plans, and create their own lessons based upon these plans. As we know there are many different abilities in both classes, we ensure that each unit of work had sufficient differentiation to allow children to work at their level of challenge.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of subjects through learning in other subjects and areas of the curriculum and out-of-school activities.

## **7. Curriculum Organisation**

### **Early Years Foundation Stage (EYFS)**

In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. It is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as toileting, dressing and feeding. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group, class or whole school and engage in visits within our community. They can also join Key Stage 1 for taught PSHE lessons as appropriate.

## **Key Stages 1**

Pupils cover a range of issues, such as health and hygiene, staying safe (outside, online and with strangers), relationships and recycling. Lessons fall into three broad categories:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Relationships covers friendship, anti-bullying, celebrating diversity, and understanding what healthy and unhealthy relationships are, so pupils can become well-informed, empowered, discerning adults.

Health and Wellbeing covers areas such as exercise, healthy eating, road safety and fire safety

Living in the Wider World covers areas such as the environment, global warming, British values and money matters.

KS1 PSHE education helps pupils to navigate the world around them and prepare them for life after school. It helps them avoid risks and dangerous situations, and educates them on how to treat others with respect. KS1 PSHE education encourages children to lead a healthy lifestyle in and out of school. Pupils who are emotionally healthy do better in school, as well as developing a more well-rounded life overall.

As part of the National Curriculum in PSHE for KS1 children, pupils will learn to:

- develop resilience, enabling them to better handle difficult situations;
- become a better team player;
- understand how to cope with anxiety, unhealthy relationships and other challenges in life;
- develop healthy confidence in themselves;
- practice communication skills with others around them.

They will be given the opportunity to engage in visits within our local area and beyond.

## **Key Stage 2**

PSHE education covers the three main PSHE topics:

- Relationships
- Health & Wellbeing
- Living in the Wider World

Relationships education includes Anti-Bullying Week, friendships, respect, healthy and unhealthy relationships.

Health and Wellbeing covers topics, from mental wellbeing to physical health and the importance of a balanced diet.

Living in the Wider World includes topics such as racism, human rights and discrimination, as well as transition to secondary school for Year 6 pupils and encouraging children to reflect upon future goals and aspirations.

PSHE education gives key stage 2 pupils the opportunity to learn more about themselves, their body, their peers, and the world around them. It prepares them for life outside and beyond school. PSHE activities and lessons also help children to understand different emotions and feelings, that it's important to reach out when they're struggling, and that there is always someone who can help. In PSHE lessons, pupils are given the knowledge and tools they'll need in everyday life, both now and once they leave school.

They will be given the opportunity to engage in visits within our local area and beyond and for extended periods, including residential visits.

## **8. Recording of PSHE**

Many PSHE activities are practical. Recording can be done in a variety of ways e.g. verbal reports, written reports, posters, collages, role play activities, photographs, displays, floor books and in exercise books. Each class will curate their own PSHE year book.

## **9. The contribution of PSHE to other subjects**

PSHE makes a contribution to all subjects, for example:

English: children are able to voice their opinion, debate and know that others will respect their contribution.

Mathematics: children learn about the role of money in their lives and the lives of others. They learn how to solve money problems.

Science: pupils learn about the benefits of a healthy lifestyle, including a balanced diet. They learn terms such as 'risk', 'danger' and 'hazard'. They learn about germs and viruses and how they spread. They learn about healthy choices in relation to drugs, for example, and how they could damage their health. They learn about the changes their bodies will go through during puberty and about reproduction at an appropriate level for their development.

Geography: pupils learn how to keep themselves safe within their environment and how choices impact a sustainable environment.

Computing: pupils learn how to practice safe internet use and to understand the importance of protecting personal information. They are taught about the impact of cyberbullying and the consequences of such behaviour.

RE: pupils learn and are able to voice opinions about spiritual, moral, social and cultural development and find out how society has changed over time. Children learn about differences and similarities between people that arise from factors such as cultural diversity. They learn to respect and appreciate a range of religions and world views. They are encouraged to think about people who live in other places and to value different customs.

## **10. Inclusion**

### **Equal Opportunities**

- We plan activities to challenge and include all pupils appropriately, according to age, capability, ethnic diversity, and gender and language background.
- We are aware of different learning styles and the need to allow pupils to work in their preferred style for some of the time.
- We use materials which avoid stereo-typing and bias according to protected characteristics, e.g. race, gender, role or disability.
- If issues arise, we deal with them sensitively and clearly.

### **Differentiation**

We teach PSHE to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to progress, by setting appropriate learning challenges and responding to each pupil's needs. We use a range of strategies to support pupils, including:

- the use of appropriate vocabulary at varying levels of difficulty during lessons;
- modified text passages;
- different levels of written or oral questions for pupils investigating photographic of other visual material;
- careful support for pupils with English as an additional language.

### **More Able Pupils**

Teachers provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas and try different approaches. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts. They have greater independence in working and may, for example, carry out their own historical enquiry.

Teachers avoid giving more able pupils more writing tasks and encourage them to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method. Pupils are provided with opportunities to develop their skills in other areas, through history, such as intrapersonal (e.g. initiative) and interpersonal skills (e.g. leadership and teamwork).

### **Special Educational Needs**

We enable pupils to have access to the full range of activities, making appropriate adjustments to factors such as classroom organisation, teaching materials, learning style and differentiation so we take some additional or different action to enable the child to learn more effectively. This ensures the teaching is matched to the child's needs. Where children are to participate in activities outside the classroom, we risk assess the activity to ensure it is safe and appropriate for all pupils.

## **11. Assessment for Learning**

We assess children's understanding of PSHE topics by making informal judgements as we observe them during lessons and in their daily life within school. At the end of each unit of work, teachers make summary judgements about each pupils' understanding and record this electronically against the PSHE objectives.

Teachers analyse the progress pupils have made in the units of work they have completed at the end of each school year and use this to complete the annual report to parents/carers. The report takes the form of a summary of teacher observations and continued assessment.

## **12. Learning Environment and Resources**

PSHE education is promoted and valued throughout the school. PSHE is displayed both in classrooms and on display boards throughout the school. Pupils have opportunities to become involved in various practical activities within the learning environment to promote PSHE.

Resources are constantly updated. We subscribe to Twinkl to access PSHE planning and resources and make use of a range of other online resources, such as Primary Futures and NSPCC Speak Out; Stay Safe. The library includes a range of books to support health and wellbeing. There is also a bank of resources to support teachers if they want to go on an educational visit, invite a guest or hire resources for a topic.

## **13. Parental Involvement**

We encourage parents to be involved in the PSHE curriculum by:

- inviting them into school each term to discuss the progress of their child;
- encouraging them to be involved in homework activities;
- encouraging them to come in to school to work with the children and to support events that take place as part of the curriculum.

## **14. Health and Safety**

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control;
- to recognize hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risk.



## **15. Roles and Responsibilities**

**The Class Teacher's role** is to:

- be responsible for teaching PSHE education as set out in the policy;
- provide planning and reviews for the PSHE Subject Leader/Headteacher;
- provide samples of PSHE work when required;
- assess children's work to detail future planning and monitor progress;
- update own skills, knowledge and understanding of PSHE;
- identify own training needs and take advantage of training opportunities;
- keep on-going records evidence of pupils' work.
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Responding to the needs of individual pupils

**The PSHE Subject Leader's role** is to:

- lead policy development;
- act as a consultant to colleagues on resources, visits, visitors, curriculum, teaching and learning ideas;
- liaise with staff to form a coherent, progressive scheme of work;
- monitor and evaluate teaching and learning in PSHE through activities such as sampling children's work, sampling teacher planning, learning walks, book scrutiny and lesson observations;
- write and implement action plans;
- help to keep resources up-to-date;
- help to keep staff updated with developments in the subject, including leading staff meetings;
- attend training and signpost appropriate training to staff;
- provide an annual report to the Headteacher, evaluating strengths and weaknesses and areas for improvement.

**The Headteacher's role** is to:

- provide support by encouraging staff and praising good practice;
- monitor teaching and learning and provide feedback;
- support staff development and provision of resources.

**The Governing Body:**

- determines, supports, monitors and reviews the school PSHE Policy.

## 16. Monitoring and review

This policy will be reviewed every three years, or earlier as required.

Member of staff responsible: PSHE Subject Leader (Julie Cattle)

Date policy written: 26 November 2022

Date approved by full Governing Body: 9 January 2023

Date for next review: Spring 2026

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (09.01.23.)



Graham Parr (09.01.23.)