

# PSHE Policy

## Chapel Allerton Primary School



This policy is intended to state the school's approach to PSHE specifically and should be read in conjunction with the Relationships and Sex Education policy (RSE), also available to view on our website.

### **Consultation process:**

This policy was drafted by Samantha Todd (PSHE lead) and Becca Pinder (Deputy Headteacher). The policy has been developed through a variety of consultation methods involving children, parents/carers, staff (teaching and non-teaching) and governors. All views were considered when developing this policy. The member of staff responsible for overseeing and reviewing this policy is Samantha Todd. It will be reviewed in full every 2 years.

### **Links to Other Relevant Policies:**

Relationships and Sex Education Policy (RSE)

Equal Opportunities Policy

Mental Health and Wellbeing Policy

E-safety Policy

Behaviour and Relationships Policy

### **Definition of PSHE:**

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 and safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

At Chapel Allerton Primary School we believe that PHSE is a key way in which we can ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and which prepares them for the future.

### **➤ Intent:**

The intent of our PSHE curriculum at Chapel Allerton Primary School is to deliver a carefully planned, spiral curriculum which meets the needs of all our pupils. We believe that PSHE is a vital part of school life and ultimately our children's future health and wellbeing. Our PSHE programme is embedded within the wider learning

offered by our school and helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. It provides our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse multicultural society. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. PSHE is central to the values and ethos of our school.

Through our PHSE curriculum we aim to enable our children to:

- develop spiritually, morally, socially and culturally
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues, including the dangers of drugs and alcohol
- understand what makes for good relationships with others
- understand and manage their emotions
- value themselves and respect others
- acknowledge and appreciate difference and diversity
- be independent and responsible members of the school and the local community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- safeguard the environment
- develop good relationships with other members of the school and the wider community.

### **Why is PSHE education provision important?**

PSHE education makes a major contribution to schools' statutory responsibilities to promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The overarching aim for PSHE education at Chapel Allerton Primary School is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## ➤ Implementation

### 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 the [statutory guidance](#).
- We must teach health education under the same statutory guidance.

### Our Curriculum

At Chapel Allerton Primary School, we are committed to ensuring that all children receive high quality PSHE lessons, including health education and sex and relationships education.



Our curriculum is based on the 'You, Me and PSHE' scheme and has been tailored to suit the needs of the children at our school. Our PSHE curriculum overview enable teachers to track topics across the academic year alongside relevant learning expectations.

Each topic incorporates activities to establish the starting point of learners and assess progress. The 7 strands we cover are:

- Careers, finances and economic wellbeing

- Drug, alcohol and tobacco education
- Identity, society and equality
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Sex and relationships education

We also teach an additional unit focusing on mental health awareness through the Mindmate curriculum. The units are taught in a spiral curriculum and each theme is revisited each year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. We regularly review and adapt our planning where necessary to meet the needs of the children we are teaching.

For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see our PSHE curriculum overview on our website. For details of Sex and Relationships Education including the aspects taught in each year group, please look at the curriculum section on our website.

### **How we deliver our curriculum**

Personal, Social and Health Education, and relationships and Sex Education are part of a whole school approach. There is dedicated time each week for PSHE lessons across school. In addition to quality first teaching in PSHE, strategies such as circle time and themes explored in whole school assemblies add to our provision for high quality PSHE. We have a whole school 'Mindmate Monday' which is timetabled for the first Monday of every half term. Children attend and contribute to an assembly on the day and have the opportunity to share their learning with the whole school. PSHE is taught by class teachers. We also have a team of staff in school who have received additional training on teaching the more sensitive issues within PSHE and partner teaching is available to support colleagues who may have less experience or feel less confident.

At CAPS, we place great emphasis on active learning by encouraging the children to take part in discussions, investigations and problem-solving activities. We are a restorative practice school, and all children and adults within our school community have received training in how to resolve conflict in a restorative way. Our children take part in a range of practical activities that promote active citizenship, for example; charity fundraising (World Mental Health Day, Red Nose Day, Remembrance), the planning of special events such as a special assembly or involvement in an activity to help other individuals or groups less fortunate than themselves (harvest collections for local food banks).

We offer our children the opportunity to hear visiting speakers, such as: the Salvation Army, local clergy, careers aspiration visitors, e.g. scientists, barrister, the

modern milkman (sustainability), to support the children in developing their understanding of how they can make a positive contribution as a citizen of their local community.

### **PSHE in the classroom**

In PSHE, teachers establish ground rules with their class at the start of the year and revisit these rules at the start of each lesson. The ground rules help to establish a safe and comfortable teaching and learning environment. Ground rules are decided and agreed upon by the children themselves and therefore will differ from class to class, but an example of a set of ground rules for PSHE might be:

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to

Teachers build in plenty of opportunities for discussion in PSHE lessons and time to reflect on learning. Discussions may be whole class or in smaller groups, depending on the content of the lesson and the needs of the class. If children do not want to ask a question during a lesson they can use the talk box (available in every class in school)

### **Confidentiality and Safeguarding**

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Teacher use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one to one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

### **Protected Characteristics**

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect

for themselves and each other is central to all teaching. We have a clear duty under the [Equality Act 2010](#) to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

The school will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision
- staff approach PSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
- PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's inclusion policy are made

### **Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum.

## Roles and responsibilities:

### The governing body:

The governing body will approve the policy and hold the headteacher to account for its implementation.

### Staff:

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- following the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- monitoring progress

### Pupils:

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision; opinions on provision and comments will be reviewed by the lead member of staff for PSHE and RSE and taken into consideration when planning

## Involving pupils in PSHE

Pupils' involvement in the development of the PSHE curriculum is intrinsic to an effective PSHE programme. In our school, we provide opportunities for this through:

- The annual My Health My School (MHMS) survey
- Learning conversations
- Pupil questionnaires and feedback

## ➤ IMPACT

Delivering our well co-ordinated, progressive PSHE programme builds well informed, resilient children with inclusive, positive, tolerant and respectful characteristics which prepares them for the challenges of high school and beyond.

## Assessment and Recording

PSHE lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

Prior learning is gauged through a variety of methods, e.g.

- Discussion
- Brainstorming
- Continuums/diamond nine and other activities to find out what pupils feel is important to them

Teachers assess the learning and monitor progress in PSHE lessons via:

- Pre/post assessment sheets
- Written tasks
- Quizzes
- Pupil self-evaluation
- One to one discussion
- Floor books

## Monitoring

The priorities set out in the PSHE action plan are monitored and reported upon to ensure impact is maximised. The PSHE Subject Leader works collaboratively with the named Link Governor and Head Teacher to scrutinise pupil health and wellbeing data e.g. the My Health My School/Wellbeing Survey to assess the impact of PSHE and identify emerging priorities.

The delivery of PSHE is monitored by Samantha Todd (PSHE lead) through:

- Planning and work scrutiny
- Pupil interviews
- Staff interviews
- Lesson observations

The PSHE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHE are met. Where possible practice is shared, disseminated and developed.

**Date for review: September 2024**