

Slindon Church of England Primary School



PSHE Policy

Personal, Social, Health and Economic Education

Approved by:	Headteacher (Laura Webb) and Governing Body
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Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high quality learning environment. We enrich the spirit in an *Enabling Environment*, in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 50; 22-23

Let Your Light Shine ~ Matthew 5:16

Introduction

Slindon Church of England Primary School is led by four overarching principles. These principles run through the ethos of our school and feed into our policy and pedagogy.

Within our PSHE education, we recognise that all children are **unique**. We know our children well and appreciate their different and varying experiences. Our PSHE curriculum is designed with sensitivity to the uniqueness of each child.

The explicit teaching of **positive relationships** is central to PSHE education.

We respect that everybody **learns and develops** in different ways. Our PSHE curriculum respects the developmental needs of children, through carefully planned, age-appropriate content. Our PSHE curriculum is delivered using a variety of strategies to ensure that all children are able to succeed.

The calm climate for learning within our classrooms and outdoor learning areas provides an **enabling environment** for children to learn and feel safe to explore themes within our PSHE curriculum.



As a Rights Respecting School, our PSHE Policy is underpinned by the following articles of the UN Convention on the Rights of a Child.

- Articles 3/ 5: The adults in our school community, including our parents/ carers and families will act as role models. The best interests of our children are our top priority in all decisions and actions.
- Article 8: Every child has the right to an identity.
- Articles 2/ 12/ 30: We respect the right to be listened to and listen to others, to give an opinion and have the right to protection against discrimination.
- Article 13: We respect the right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others.
- Article 14: We respect the right to think and believe what we chose and to practice religion, as long as we are not stopping people from enjoying their rights.
- Article 15/ 31: We respect the right to meet with other children and to join groups and organisations, as long as we are not stopping people from enjoying their rights.
- Article 17: We respect the right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful.
- Articles 19/ 24: We respect the right to feel safe at school and help others feel safe, to not be hurt or badly treated.
- Article 28: We respect the right to learn and let others enjoy their learning.
- Article 29: We respect the right to develop our potential.

Philosophy for Children (P4C)

The 'communities of enquiry' developed through of Philosophy for Children (P4C) curriculum is central to the teaching of PSHE. Our children develop 'the four Cs'; creative, critical, caring and collaborative thinking skills.

Caring = listening (concentrating) and valuing (appreciating) (e.g. showing interest in, and sensitivity to, others' experiences and values

Collaborative = responding (communicating) and supporting (conciliating) (e.g. building on each other's ideas, shaping common understandings and purposes)

Critical = questioning (interrogating) and reasoning (evaluating) (e.g. seeking meaning, evidence, reasons, distinctions, and good judgements)

Creative = connecting (relating) and suggesting (speculating) (e.g. providing comparisons, examples, criteria, alternative explanations or conceptions)

Using P4C within PSHE anchors our pupils in the community and world we live in when we use current news stories or days of celebration as stimulus for enquiry. As citizens of the world our children have the opportunity to consider big ideas that are relevant to them but also other people's experiences, thoughts and ideas that may at first seem alien to them.

2. Intent

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 lives.

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.

3. 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

4. Implementation

4.1 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.

4.2 How we teach it

Weekly PSHE lessons are taught by Ms Poulton, a specialist teacher, 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.

Inclusion

All children will be given suitable learning challenges responding to their diverse learning needs. 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.

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.

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 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 in 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. Knowledge Organisers are provided for each unit of work and include the key learning objectives. Each week the children are assessed on the key learning objectives; we use regular retrieval practice at the beginning of each lesson, written work, discussion and pupil voice to make an accurate teacher assessment of each pupil's progress.

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

5. Roles and responsibilities

5.1 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.

5.2 The Headteacher

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

5.3 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 and cohorts

5.4 Pupils

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

6. Monitoring arrangements

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

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

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

7. Links with other policies

This policy links to the following policies and procedures:

Relationship and Sex Education Policy

Special Educational Needs and Disabilities Policy

Science Policy

Collective Worship Policy

Equal Opportunities Policy

Behaviour Policy

Safeguarding Policy