

PSHE Education Policy



GILES BROOK SCHOOL

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Written by:

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PSHE Coordinators

Debbie Williamson

**Online Safety/Designated
Safeguard Lead**

Debbie Williamson

This policy has been written in conjunction with keeping children safe in Education (2020) Giles Brook child protection policy and safeguarding procedures.

Giles Brook School – Learning at the heart of our community.

It is our aim that Giles Brook is the central point of our community. Our children always come first and we want to motivate and equip them with the tools to develop into responsible individuals of the future. We endeavour to inspire confidence in all of our children so that there is no challenge they fear. Providing a nurturing environment along with a stimulating, engaging and creative curriculum, is essential to ensure our children are happy, courteous and respectful individuals who are passionate about learning and always aiming to achieve. The role that Information Technology plays within our lives both now and in the future is vital. It is important to us that our children and staff have access to the best IT resources, using these safely to embrace the social, cultural and economic opportunities that instant global communication offers.

Effective relationships and collaboration between the children, staff, parents and governors are of the utmost importance to us so that our children enjoy the best possible start to their education. Pupils will leave Giles Brook ready for the challenges of the modern world - the future is limitless for our children!

Personal, Social and Health Education (PSHE) Statement of Intent:

At Giles Brook Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. We recognise that our children enter school from a range of different settings and increasingly from culturally diverse backgrounds. We encourage children from an early age to celebrate this diversity, building communities within each classroom as well as across the school.

We feel it is an important part of children's education to help them to understand how they are developing personally and socially. We provide our children with opportunities for them to learn about their rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live. This learning is through discrete, focussed sessions and threaded throughout the rest of the curriculum to embed the learning.

We actively encourage our children to play a positive role in contributing to the school and the wider community. We hold a democratic voting system for peers to vote for their peers to join pupil voice groups such as School Council, Eco Council, Park Rangers, Play Leaders, Digital Leaders and House Captains.

Clear sequential progression in teaching ensures skills and knowledge are built upon systematically and by merging our PSHE, SMSC (spiritual, moral, social, cultural) and RSE (relationship and sex education) curriculum at Giles Brook Primary School we believe this facilitates the active promotion of, and provides, the opportunity for children to understand the fundamental British Values (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance).

Duty to promote wellbeing:

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

National Curriculum:

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2014) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

Health and wellbeing promoting schools/Healthy Schools:

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning
- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

Development process

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the PSHE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of questionnaires
- pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE activities, and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate for example during focused weeks.

- PSHE training will be provided for staff and governors
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through sharing the policy on the school website,
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community such as through focused weeks eg: anti bullying week.

Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

Definition

The DfES report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The PSHE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

Overall school aims for Personal, Social and Health Education

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. 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.

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, the strategies we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying and negotiation
- career, including enterprise, employability and economic understanding

(Non-statutory Guidance for PSHCE 2000)

To whom this policy applies

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- Partner agencies working in or with the school

Key responsibilities for PSHE

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHE
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow 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
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

The lead members of staff are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role?
Co-ordinating the PSHE provision	PSHE coordinators Laura Nichols Debbie Williamson
Named governor responsible for PSHE	Anita Vidal
Accessing and co-ordinating training and support for staff	PSHE coordinators Laura Nichols Debbie Williamson
Establishing and maintaining links with external agencies/other health professionals	PSHE coordinators, phase leaders, class teacher

Policy development and review	PSHE coordinators , Head Teacher
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE coordinators
Managing child protection/safe guarding issues	DSL: Debbie Williamson
Establishing and maintaining links with parents/carers	Whole school staff
Liaising with link schools to ensure a smooth transition	Year 6 staff, Inclusion Manager: Debbie Williamson

The lead members of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body will be offered appropriate PSHE training
- ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding PSHE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the PSHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced PSHE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- ensure that provision of PSHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

Governor

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the lead member/s of staff. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

Pupils

All pupils;

- should support one another with issues that arise through PSHE
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- will be asked for feedback on the school's PSHE provision yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead members of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils.

Parents/carers

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered
- gathering parent /carers' views on the policy and take these into account when it is being reviewed through parents questionnaires
- providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through newsletters, websites, learning log tasks, twilights
- expecting parents/carers to share the responsibility of PSHE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

Staff support & CPD

The school provides regular professional development training in how to deliver PSHE.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by head teacher who may choose to liaise with PSHE coordinator
 - all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on: *confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and school policy*

- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions

PSHE Provision

Intended learning outcomes for PSHE

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum, but can be linked to all aspects of the curriculum.

PSHE is about making connections and is strongly linked to learning through play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing (PE, going out to play) feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of activities. The children are given opportunities to engage in social activities, as members of a small group or whole school activities, such as Anti bullying week.

KS1 and KS2:

In these key stages we follow the GoGivers (now called Young Citizens) PSHE curriculum. Go-Givers is a programme from Young Citizens, an independent education and participation charity that encourages and enables young people to engage in our democratic society.

Curriculum organisation

Pupils receive their entitlement for learning PSHE through a discreet weekly session that builds on skills learnt in previous years. In addition to this discreet session, our PSHE programme is delivered through a variety of opportunities including:

Daily check-ins

Through the school and weekly whole school themes

Assemblies

Use of external agencies/ services

Day visits and Residential trips

Adult modelling of positive relationships/social communication/emotional literacy

Restorative Practices

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 our curriculum, throughout which PSHE is threaded. This is an enrichment of our curriculum 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 being taught is more appropriate coming from an expert/specialist or experienced health professional who can increase/challenge pupil's perceptions. When visitors are used to support the programme. A teacher will be present throughout these lessons.

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. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's child protection policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 2a and 2b) should be used with the visitor to ensure success

Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Pupils with Special educational needs and disabilities:

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

Learning environment and ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Each teacher works with the children to agree ground rules for check-ins and these rules are revisited during PSHE sessions.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis

- staff will not provide more information than is appropriate to the age of the pupil if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.

Assessment, recording and reporting in PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). Assessment methods:

- baseline at the beginning of each topic
- needs assessment is used to identify existing knowledge and skills of pupils KS1 & 2
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit e.g. mind mapping
- pupil self-assessment
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers (Foundation stage)
- pupil achievement in PSHE is celebrated and shared

The following are examples of questions that can be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made:

- *What do I know already?*
- *What new information have I learnt?*
- *What do I now think and believe?*
- *What feelings did I have during the session?*
- *How did I feel about what I found out?*
- *Has listening to the views of others changed my views and/or beliefs?*
- *Did it help me confirm what I really believe?*
- *Did I learn anything I did not expect to?*
- *How will it change my behaviour in the future?*
- *What do I now need to learn?*
- *Is there anyone else I need to talk to about this?*

Safeguarding and Child Protection

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE policy should be closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and this will be shared with our DSL.

Confidentiality in the context of PSHE lessons

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of

ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the DSL as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Techniques used in school to minimise the chance of pupils making a disclosure in class include:

- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- visits to/from outside agencies

If a child does make a disclosure, they are placing their trust in the member of staff's judgment and acknowledging that they need help. Before allowing a pupil to make a full disclosure, therefore, it is essential that the member of staff should explain to the pupil that the information might need to be passed on to the Designated Safeguard Lead (Debbie Williamson) The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

See GBS Child Protection Policy

Policy relationship to other policies

The policy links to:

- Child Protection/Safeguarding
- Confidentiality
- Relationships and Sex Education
- Single equalities scheme
- Behaviour and relationships
- SEND
- Anti-bullying
- Restorative Practices
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Online safety
- Science
- Safer Networking
- Religious Education

Complaints

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's complaints policy.

National sources of support:

<https://www.pshe-association.org.uk/>

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

<https://www.womensaid.org.uk/>

<http://www.nat.org.uk/Publications/Teachers-resources.aspx>

<http://www.childbereavementuk.org/>

<http://www.winstonswish.org.uk/>