



# WEST GRANTHAM

Church of England Primary Academy

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY

<b>Policy</b>	Personal, Social, Health and Economic (PSHE) Policy
<b>Approved by</b>	Local Governing Body
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AMENDMENT RECORD			
VERSION	DATE	AUTHOR	CHANGES
2023	Jan	NS	Whole Policy Update
2024	Jan	TT	An additional aim for PSHE on p.4 - Know about their growing and changing bodies.

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## Introduction

This policy covers our school's approach to providing the children at the West Grantham Church of England Primary Academy with a comprehensive Personal, Social, Health and Economic (PSHE) education. PSHE has proven benefits to health, wellbeing and academic success and we aim to ensure that all our children are provided with an education that keeps them safe, healthy and prepared for the realities of modern life.

The academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. Our PSHE

curriculum reinforces our school values of integrity, love, ambition, courage and belief, and allows the children to think critically about the world around them.

This policy was produced through consultation with staff, children, parents and members of the governing body and will be reviewed every two years. Parents and carers will be informed about the policy and it will be accessible at the school website and office. Children have been involved in the creation of this policy through class discussion. Children identified that they enjoy PSHE and that it is 'helpful'. They were also able to make the link between what they have been learning and the school values. Many children were able to discuss what they had learnt such as 'we learn about the government, democracy and about being happy' and 'about friendships and what makes a good friend, such as loyalty, honesty and belief'. The children also stated that they enjoy the variety of learning activities that are used and that the feedback that the teachers give helps them with their learning.

## **Aims**

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community and in so doing we help to develop their sense of self-worth. This is supported by our school values and allows children to believe in themselves and know they can be anything they wish to be when they believe. This also links to our school vision of 'To champion and rejoice in those we serve, creating an environment where excellence is achieved and potential fulfilled'.

We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed.

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the 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.
- Know about their growing and changing bodies.

Our school values of integrity, love, ambition, courage and belief are equally important. We actively promote a value each half term, through Collective Worship, RE, PSHE and our whole school vision and values.

While promoting the values above, we will ensure that *children* are offered a balanced curriculum by linking our curriculum to their everyday life. This will enable *children* to see the link between their PSHE learning and making informed choices that can affect their own and others health, safety and happiness.

## **Creating a safe and supportive learning environment**

At The West Grantham Church of England Primary Academy we create a safe and supportive learning environment by establishing clear ground rules at the beginning of each lesson. Distancing techniques are used to allow children to explore their feelings about issues safely by depersonalising the situations under discussion.

Teachers are aware that lessons on sensitive topics may trigger a range of emotions from the children and will teach these lessons with care and sensitivity. We will ensure that where children indicate that they may be vulnerable and at risk, they will get appropriate support with the adult following the school's safeguarding procedure. The schools safeguarding, child protection and confidentiality policies will be followed and children are made aware that the teacher may not be able to keep their disclosure confidential.

## **PSHE Curriculum Planning**

At The West Grantham Church of England Primary Academy, our long-term curriculum plan has divided PSHE into key themes of safety, relationships, equality, identity and health, with linked objectives. To ensure a complete curriculum, we matched the key theme and objectives with further objectives taken from the PSHE Association, which incorporates all statutory and non-statutory objectives for PSHE education. We have identified key objectives for our children that we want to teach at various points throughout the year and revisit these during lessons and collective worship times, such as online safety, bullying, being a good friend and feelings.

The key themes are taught in a spiral curriculum therefore at each encounter the level of demand increases and the learning is progressively deepened. These key themes incorporate the statutory requirements of teaching Relationships Education and Health Education from September 2020. See Appendix I for the curriculum overview.

## **Teaching and Learning Styles**

PSHE is taught by class teachers with access to CPD when required. The PSHE lead keeps staff informed of recent developments in the subject and its impact on the curriculum.

Teaching is appropriate to the age and maturity of the pupils and respectful of their religious and cultural backgrounds.

PSHE is timetabled to at least 30 minutes per week however teachers have the flexibility to extend and block these lessons to ensure appropriate time is provided for thorough teaching and learning to take place. Cross-curricular links will be made with other subjects such as RE and Science as part of the planned curriculum. Other subjects may teach the knowledge and understanding of a particular topic however PSHE will allow the children to consider what this knowledge and understanding means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.

At The West Grantham Church of England Primary Academy, a range of teaching and learning styles is adopted. We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities and teaching through the context of everyday life that children can relate to.

We will respect children's unique starting points by providing learning that is well planned and equally flexible to meet the needs of individuals and respond to any comments and questions that may arise. We value the contributions that each child makes and use these to shape our lessons accordingly.

We will ensure external contributors' input is part of a planned programme with agreed learning intentions and outcomes. Visitors can bring their expertise to enrich the children's learning, however the teacher will be present and manage the learning that is taking place.

Children may have a range of questions regarding a topic and teachers need to take into account prior learning and readiness before answering. Children's questions will be answered however they do not need to be answered straight away. It is acceptable for a teacher to ask a child to wait for a response if they feel that they would like to consult with the school's leadership team before answering.

We will provide the opportunity for children to raise anonymous questions by using the 'ask it basket'. Children who are not comfortable raising questions in front of their peers have the opportunity to ask a question by writing it down and placing in the 'ask it basket'. Teachers can then respond to the whole class allowing the child to receive their answer, and support other children who may also like to know the answer.

## **Entitlement and Equality of Opportunity**

We teach PSHE to all children, regardless of their ability as we recognise the right for all pupils to have access to a PSHE education which meets their needs and interests, irrespective of gender, culture, ability or aptitude. Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access the PSHE provision. Teachers will adapt their planning according to their class and individual pupil needs and additional support will be put in place where necessary.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by reinforcing our school values and by embedding the protected characteristics in our curriculum. As a school we will:

- Set clear rules in regards to how people should be treated.
- Challenge any negative attitudes.
- Treat all pupils fairly and equally.
- Avoid stereotypes.
- Use multicultural resources.
- Plan lessons that reflect the diversity of the classroom.
- Ensure all children have equal access to opportunities and participation.
- Make sure that learning materials do not discriminate against anyone and are adapted where necessary, e.g. large print or audio tape format.
- Use a variety of teaching methods.
- Use a variety of assessment methods.

## **Assessment and Recording**

We determine children's prior knowledge by always starting a unit of work with a baseline activity to help determine each child's existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. An additional assessment activity is completed at the end of the unit of work to determine the learning that has taken place. These two assessment activities along with any other work is recorded in each child's PSHE book which is taken with them as move into each year group. This shows the PSHE journey that each child has had and the individual progress they have achieved.

We will ensure that sessions, including those on risky behaviours remain positive in tone. We do not attempt to shock or scare our children into making a healthy choice but instead use appropriate teaching methods to display a balance between the consequences of a lifestyle choice and helping them to make informed decisions about making positive, healthy lifestyle choices.

## **Promoting British Values**

As a Christian school, we promote Christian values that reflect British values. The DfE have reinforced the need that "schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in DfE document 'Promoting fundamental British values as part of SMSC in schools' November 2014. At the West Grantham Church of England Primary Academy these values are reinforced regularly and in the following ways:

### **Democracy**

Democracy is key to the running of the school. Children have the opportunity to have their voices heard through our School Council.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.

### **Individual Liberty**

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through PSHE lessons. Whether it be through choice of challenge, of how they record, children are given the freedom to make choices.

### **Mutual Respect**

Respect is promoted through our classroom and school rules, as well as our behaviour policy. Adults model respect through their interactions with the children and other adults in the school and we expect all children to show respect to each other. Children are part of discussions and collective worships related to respect, what this means and how it is shown.

### **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Opportunities for Collective Worship and discussions involving prejudices and prejudice-based bullying will be followed and supported by learning in RE and PSHE.

## **Working with parents**

We value the role that parents and carers have as educators and are committed to working with them. We want parents and carers to fully understand the PSHE learning that is taking place in school and will inform them of what is taught and when by displaying the curriculum overview on the website and by providing workshops and informative letters when necessary.

If a parent wishes to withdraw their child from some or all of sex education delivered as part of statutory RSE then we will invite the parent into school to meet with the head teacher and PSHE curriculum lead. We will emphasise the benefit of receiving this important education and any detrimental effects that withdrawal might have on the child. If the parent still wishes to withdraw their child then we will respect the parents request and provide an appropriate, purposeful education for the child during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

## **Linked Policies**

This policy supports the following policies of:

- Child protection/safeguarding
- Anti-Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents

## **Monitoring and Review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The policy will be reviewed every two years.