



# Personal, Social, Health Education Policy.

**Date agreed:**

**Signed:**

**Signed**

**Date for review:**

**Headteacher:**

**Chair of governors:**

## PSHE Policy

### 1. Rationale

- This policy offers a whole school statement of intent through its aims for PSHE
- It sets out an agreed approach to PSHE in the curriculum, guiding practice, offering a clear framework for teaching and a “toolkit” for future decision making
- It clarifies our school’s intended outcomes for its PSHE provision.
- It informs and reflects practice by outlining the content covered and methodology used to enable learning in PSHE.

Personal, Social, Health Education (PSHE) at Madron Daniel is underpinned our school mission statement and aims which is to educate children for “life in its fullness” by educating pupils spiritually, intellectually, socially, morally, aesthetically and physically based on Christian principles and on the examples of Jesus in the gospels. We aim to do this by:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community.
- **Educating for Dignity and Respect** by promoting the character virtues of perseverance, generosity, respect and responsibility so that children leave the school resilient and trustworthy whilst displaying good manners and empathy for others.

### 2. Intent

Our whole school vision of “Together we can make a difference” is at the heart of our personal, social and health education (PSHE) provision. Our programme promotes children's personal, social and economic development by exploring the three core themes of: Health and Well Being, Relationships and Living in the Wider World. This provides children with the knowledge, skills and understanding they

need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. It is essential that the children feel secure in themselves so that they are confident enough to make a difference.

All children 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. Children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning by developing resilience, self-confidence, self-esteem and empathy. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

### 3. Objectives

The objectives of our PSHE curriculum, taught through our three core themes are:

- To explore what is meant by a healthy lifestyle and how to maintain physical, mental and emotional health and well-being
- To understand how to manage risks to physical and emotional health and well being
- To understand how to keep physically and emotionally safe
- To manage change, including puberty, transition and loss
- To identify different influences on health and wellbeing and how to make informed choices about both and to recognise sources of help with this
- How to respond in an emergency
- How to develop and maintain a variety of relationships, within a range of social/cultural contexts
- How to recognise and respond to risky or negative relationships including all forms of bullying and abuse
- How to recognise and manage emotions within a range of relationships
- How to respect equality and diversity in relationships
- To respect others and self and the importance of behaviours and actions
- To understand the term “British Values”
- To explore rights and responsibilities as members of families, different groups and ultimately as citizens
- To respect diversity and equality and how to be a productive member of a diverse community
- To respect and protect the environment

- To understand where money comes from, the part it plays in people's lives, keeping it safe and the importance of managing it effectively
- A basic understanding of enterprise

#### 4. Definitions

It is important for our children that PSHE lessons are taught by all teachers using shared definitions. For this purpose, key definitions are listed below:

**Bullying:** Repeated behaviour which is intended to hurt someone either emotionally or physically (Bullying UK)

**Drugs:** A substance people take to change the way people think, feel or behave. The term drugs includes an illegal drug, a legal drug (alcohol or tobacco) an over the counter prescription drug (United Nations Office on Drugs and Crime)

**Puberty:** Is when a child's body begins to develop and change as they become an adult (NHS)

**Hygiene:** Practices to maintain health and prevent disease especially through cleanliness (Oxford Dictionary)

**Racism:** Treating people differently because of their race or culture (Child line)

**Abuse:** Is anything another person does that is meant to cause harm (Child line)

**Disability:** A physical or mental impairment which has an effect on carrying out normal day to day activities (Disability Discrimination Act)

**Wellbeing** is the state of being healthy, safe, comfortable and happy (Oxford Dictionary)

#### 5. Responsibilities

Specific responsibilities	Who – role?
Leading the PSHE provision and curriculum	HT (and LH St Mary;s)
Assessing and coordinating training and support for staff	HT
Establishing and maintaining links with external agencies/other health professionals	HT
Policy development and review	HT LH and NB
Managing child protection/safeguarding issues	HT, SM

Establishing and maintaining links with parents/carers	All staff
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**6. Implementation**

PSHE is carried out not simply in the classroom but it underpins our school ethos. As often as possible, PSHE is linked to other subjects in the curriculum to make the learning meaningful but at times there is a need to teach PSHE in distinct and separate lessons. Teachers use their own flexibility to adapt their teaching to the needs of each cohort. Links are made in the scheme of work to specific teaching packs in each year group including: The Jubilee Centre for Character and Values, DEAL, Drugs and Alcohol Scheme, Medway Resources, British Red Cross, NSPCC, SEAL documentation, Barnados, Cornwall Healthy Schools, Barclays Scheme, Premier League Primary Stars, Smartie the Penguin, Dove and Common Sense Media.

When appropriate, external visitors are invited in to enhance the PSHE teaching and learning. The scheme of work at Madron Danielfollows the PSHE Association programme of study for PSHE broken down into distinct year groups. It is a spiral curriculum so that children build upon their prior knowledge and understanding every year. “The We’ve Got it Covered” Document ensures that we are fully covering the RSE and Health Education Statutory Guidance issued in February 2019.

**7. Impact**

It is inappropriate for assessment in PSHE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE is ipsative assessment. This compares where a pupil is at the end of a lesson or series of lessons with where they were before. The benchmark against which progress is measured is the pupil’s own starting point and not the performance of others. Children place their PSHE work in individual folders which follow them through Key Stage One and Key Stage Two. Monitoring takes place collaboratively as a whole staff in designated staff meetings at least twice a year. A sample of folders are brought to the meeting to ensure continuity and progression across the school. Monitoring of lessons takes place as part of the whole school monitoring programme. Annual Pupil conferencing with the pupils by Governors ensures that our PSHE provision is valued and effective throughout the school.

**8. Equal Opportunities and Special Needs**

**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.

#### **Special educational needs and learning difficulties:**

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 differentiate lessons appropriately to ensure that all members of the class can access the information fully. The school uses 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.

### **9. 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 a link needs to be made with the inclusion co-ordinator and safeguarding arrangements. All adults involved in PSHE delivery are aware of the safeguarding arrangements in place.

#### **Confidentiality in the context of PSHE lessons**

The nature of PSHE means that pupils may disclose personal information that staff 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 designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy. If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families,

where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

#### 10. Health and Safety including risk assessments and online safety

We will ensure that children are made aware of on line safety protocols in all PSHE lessons as appropriate.

#### 11. Parental involvement

We are committed to working with our parents to ensure good communication about the areas of PSHE that we are teaching. Parents have been informed about our PSHE programme of study and given the opportunity to raise any concerns or queries. When external agencies such as Barnados are invited in to support our provision, parents are always given the opportunity to meet those involved and discuss what is going to be taught.

#### 12. Governor involvement

Governors evaluate the PSHE provision through whole school monitoring and pupil conferencing. This policy will be reviewed in 2022.

#### 13. Glossary and extras

##### **Other Related Policies**

We recognise that there are clear links between PSHE and the following policies and staff should refer to these when appropriate:

Relationship and Sex Education.

Drug Education.

RE

On line-Safety Policies

Child Protection.

Equal Opportunities.

Inclusion.

Behaviour

Health and Safety.

Special Educational Needs

Anti-Bullying

Appendix: See attached Key Stage 1 and Key Stage 2 plans for content per year group.