

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

PSHE Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: January 2022

Review Date: January 2025

Signed: Chair of Governors: Mrs R Davies

Date: 19th January 2022

Our Vision

To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning. At Whinmoor St Paul's Primary School we believe that every child is a unique child of God and lives in a world that God has made.

Our Aims are to...

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
 - Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
 - Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
 - Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
 - To build strong relationships with the local community, our city and the wider world
- And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority their responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Consultation process:

This policy was drafted by Lea Vaughan – previous PSHE Lead. Parents/carers were given a 2 week consultation period at the start of the Autumn term, teaching and non-teaching staff were consulted through a staff meeting led by the PSHE Lead, and pupils were consulted through the School Council representatives and the Wellbeing Ambassadors. Governors were consulted at the Governing Body meeting held in the Autumn Term 2020. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is Claire Deverill. It will be reviewed in full every 3 years.

Links to Other Relevant Policies:

This policy should be read in conjunction with the following policies:

- Relationships and Sex Education (RSE)
- Drug Education
- Equal Opportunities
- SEN/Inclusion
- Behaviour
- Anti-bullying

Definition of PSHE:

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 in Modern Britain. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Intent

The aims of PSHE education in our school are to:

Our comprehensive and developmental Programme of Study for PSHE education 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). We regularly review our long term plan for PSHE to ensure that it supports the needs of our children and school community. Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout school. It is central to our values and to achieving our school's stated aims and objectives.

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, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

Rationale and Ethos

Whinmoor St Paul's C of E Primary School believes that PSHE is a vital part of school life and ultimately our children's future health and wellbeing. 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. PSHE is central to our values and to achieving our school's stated aims.

The overarching aim for PSHE education 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

Whinmoor St Paul's has adapted the Leeds scheme 'You & Me PSHE.' This scheme of work provides school with a clear and progressive primary PSHE curriculum with breadth across all year groups, where knowledge and skills build upon prior learning. The PSHE scheme is divided into 7 different strands:

- Relationships and Sex Education
- Drugs, Alcohol and Tobacco Education
- Physical Health and Wellbeing
- Mental Health and Emotional Wellbeing
- Keeping Safe and Managing Risk
- Carers, Financial Capability and Economic Wellbeing
- Identity, Society and Equality

Within each strand, we have designed age appropriate topics for the different year groups. One topic per half term is taught to each year group. Whinmoor St Paul's have adapted the scheme further to ensure that RSE is taught in each year group – from Year 1 to Year 6 – to ensure an appropriate breadth across each year group. Each lesson contains an overall learning intention and specific learning outcomes based on knowledge and understanding, skills and the development of attitudes. It is important that children are aware of healthy positive relationships in order to keep themselves safe. Within our teaching we ensure children are aware of consent. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

In addition, we use the Mindmate scheme which focuses on developing children's emotional literacy.

The Long Term plan in place for our PSHE curriculum meets the breadth and depth of the DfE Statutory Guidance for Health Education and Relationships and Sex Education. Our pupils influence the content of our long term plan through completion of the yearly 'My Health My School Survey.' Data from this survey is analysed so that the PSHE teaching can be tailored to meet the direct needs of our pupils and the wider school community.

Entitlement and Progression

There are aspects of PSHE that we are required to teach:

- We must teach relationships education (primary) /relationships and sex education (RSE) (secondary) 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.

What we teach

We are required to cover the content for relationships education/RSE and health education, as set out in the statutory guidance (linked above). Please refer to our relationships education/RSE policy for details of what we teach in this subject. The RSE policy can be found on our school website.

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using an adapted version of the Leeds 'You & Me PSHE' scheme.

For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see visit our school website where you can see our 'Whole School Curriculum Overview.' In addition to this we also support a range of focused weeks to further reinforce learning – these include Anti-bullying week, Children's Mental Health Week, E-safety day.

How we teach it

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities as set out below.

Lessons are planned in line with the whole school programme for PSHE and are in-line with school policies and ensure that:

- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding
- The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress
- PSHE is taught in each year group x1 a week for 45 minutes
- PSHE is delivered by the class teacher (although we are always looking for opportunities where we ask outside agencies to support our teaching or PSHE)
- Aspects of the PSHE curriculum also delivered through our collective worship, theme days, British Values, enrichment days and school events such as Black History Month, World Peace Day, various fundraising days etc. Elements of PSHE are also taught through other curriculum areas such as Design and Technology, Art, Drama, Science etc

- To ensure relevant and controversial topics are discussed we plan our whole school calendar around key events and respond to current issues in our local and wider community
- We develop our links with the community through our charity work, connections with the elderly, links to schools both local and abroad, work with Chapel FM and the Families First Initiative.

Classroom environment enhances learning in PSHE

- Each class has a PSHE display that reflects the learning in the PSHE topic
- Book corner and role play areas reflect learning in the PSHE topic
- There is a whole school display that promotes and evidences are teaching of PSHE

Resources

We use primarily the Leeds PSHE scheme 'You & Me' programme of study and the resources recommended within it. We select carefully resources which meet the pupils' needs as well as appropriate objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use books, both fiction and non-fiction, within our PSHE programme. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

For a list of the resources we use to support our teaching of PSHE – please visit our school website.

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. 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 confidentiality 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 will 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

Roles and

responsibilitiesThe

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 [termly/annually]; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when planning

Staffing / Staff Development

In order to achieve our intentions of all pupils receiving high quality PSHE lessons, the school, through the PSHE subject leader, supports staff to gain confidence and competence in teaching high quality PSHE. This ensures that the ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy.

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 Equal Opportunities Policy are made

Establishing a safe and supportive environment

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. 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.

Teachers establish a safe and supportive environment by:

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Our ground rules are:

- We join in and ask questions if we want to
- We make sure that everyone feels listened to
- We make sure that everyone 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 advice or help if we want to

In order for ground rules to be effective, they should be developed and agreed with the pupils themselves, rather than given or imposed by the class teacher. Teachers will want to explain that PSHE lessons cover a widerange of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

We will develop these ground rules through:

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other's responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

The needs of pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils and ensures we meet their needs in terms of their age, stage and development. We involve pupils in the planning, development and evaluation of their PSHE through the use of the school council and wellbeing ambassadors. Pupils are also invited to complete the 'My Health, My School' survey so the PSHE curriculum can be adapted to meet their needs.

Confidentiality in the context of PSHE lessons

Please refer to the school's confidentiality policy and safeguarding policy.

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to one of 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. 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.

IMPACT

At Whinmoor St Paul's we evaluate the impact of our PSHE curriculum by monitoring the progress of children over time. We know that children's starting points through our pre baseline assessments and compare these to the children's post assessments to analyse the progress that has been made. We use a variety of key teaching strategies to ensure that we know the children have learnt what has been taught e.g. metacognition, use of a spiral curriculum, revisiting topics, discussion of key vocabulary, use of quizzes, unpicking key definitions to promote understanding.

Assessment and Recording

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. We ensure that each strand of the scheme is revisited in

each year group to ensure progression of skills. At the start of each unit children are invited to complete a pre-assessment where they can record 'what they already know' in a chosen format, for example:

- Brainstorms and discussions
- Draw and write activities to find out what pupils already know
- Continuums/diamond nine and other activities to find out what pupils feel is important to them
- Quizzes
- Red/amber/green for vocabulary
- Group discussions

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives.

Pupil Progress is assessed by:

- Teaching starts from where the pupils are (drawing on the baseline assessment through the use of a Pre-Assessment Activity)
- A post assessment activity is completed at the end of each topic so progress can be measured and pupils can reflect on their own learning, progress and next steps
- Pupils and teachers are able to see the progress pupils have made
- Pupils have opportunities to reflect on their learning, including how they feel about their learning
- Pupils are encouraged to self-evaluate
- Working walls are added to after each lesson to show the range of learning and understanding in the class

Monitoring

The priorities set out in the PSHE 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 PSHE monitors the progress of ALL groups of children and the delivery of PSHE through:

- Analysis of data recorded on the whole school tracking system
- Deep Dives
- Lesson observations
- Learning walks
- Scrutiny of the PSHE displays

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.

'We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils.

Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.'