



# Personal, Social & Health Education (PSHE) Policy

**Setting:** Castle Newnham School

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## A. RATIONALE

This policy supports a whole school approach Personal, Social, Health (PSHE) and Citizenship Education. It is consistent with current legislative frameworks and non-statutory guidance. Our approach to the teaching of PSHE supports our duties relating to Keeping Children Safe in Education (KCSIE), SEND, promoting fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development and current legislation. It also supports us in meeting the standards set out by OFSTED in relation to 'Behaviour and Attitudes' and 'Personal Development'.

At Castle Newnham we believe that PSHE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. We believe PSHE helps our pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment. Within PSHE we support pupils in learning about different protected groups and promoting equality and respect. The content must be taught sensitively and inclusively, with respect to the backgrounds and the beliefs of pupils and parents, whilst always with the aim of preparing our pupils for the opportunities, responsibilities and experiences of later life.

### **Defining PSHE**

We will use PSHE as an umbrella term for all aspects of 'Personal, Social and Health Education' (PSHE) and the practice and learning in our school associated with wellbeing and health. A significant part of our PSHE provision will be accessed through the planned, taught curriculum. Our PSHE curriculum is supported by whole school enrichment activities.

As of September 2020, Relationships Education is compulsory in all primary schools in England, Relationships and Sex Education (RSE) is compulsory in all secondary schools and Health Education is compulsory in all state-funded schools. However, there are other areas, which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHE provision to meet the needs of our pupils.

### **Legislation**

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as academic achievement. It also includes a duty to support community cohesion.

The Children and Social Work Act 2017 Section 34 provides for relationships and sex education to be taught in all schools in England.

The Equality Act 2010 legally protects people from discrimination, advances equality of opportunity and fosters good relationships in school and the wider community.

### **The policy links to:**

- Teaching and Learning Policy.
- Child Protection and Safeguarding Policy
- RSE Policy
- Equality Policy
- Anti-bullying Policy
- E-Safety Policy

## **B. AIM**

Our aim is for PSHE to help young people to be safe, healthy and happy as they grow up and to help our pupils make the right choices, develop confidence and self-esteem in their future lives.

### **Aims:**

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships.
- To support the development of resilience, self-esteem, self-efficacy and aspiration.
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health.
- To teach reflecting the law, so that pupils can understand what the law allows and the wider implications of their decisions.
- To explore the relevance of knowledge for personal situations and decision-making.
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- To promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To work in partnership with parents and carers to support children in all aspects of their wellbeing.

## **C. PRINCIPLES**

The principles and values, which underpin good quality PSHE at Castle Newnham School, will:

- ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning.
- ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum.

- promote partnership work with parents/carers to support children's learning and development in PSHE and health and wellbeing.
- support children's involvement in reviewing and developing work related to PSHE.
- enable the assessment of children's learning in line with local and national guidance.
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHE.
- support the PSHE coordinators in monitoring, reviewing and developing practice.

## **Confidentiality**

In line with our Child Protection and Safeguarding Policy, teachers and health professionals are unable to offer absolutely confidentiality. Staff will ensure that children are aware of the different boundaries of confidentiality when beginning PSHE work with them. Staff will act in their pupils' best interests, which may involve sharing information if a child is at risk of harm. Pupils will be told if information is to be shared (unless the pupil has significant special needs which would make this inappropriate) and will be offered appropriate support. See our Child Protection and Safeguarding Policy for further details.

## **Inclusion, Equality and Diversity**

In line with our Single Equality Policy, we promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our pupils and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

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 cultural and gender issues and for promoting equal opportunities and access for all.

## **D. PROCESSES – WHOLE SCHOOL**

### **Engaging with Pupils**

We understand that if PSHE is to be effective, it must meet the needs of pupils, we also recognise that if pupils are fully engaged in areas of work, this will lead to more positive outcomes.

- we will involve pupils in the evaluation and development of their PSHE lessons in ways appropriate to their age.
- we will seek opportunities to discuss children's views about the content of their PSHE lessons within our planned themes.
- we will utilise school council/school assemblies to engage with pupils on key areas of whole school development.

### **Working with Governors**

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

### **Communicating with Parents/Carers**

We recognise 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 and carers when planning and delivering PSHE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHE topics and their content
- informing parents/carers about aspects of the PSHE curriculum through leaflets/newsletters e.g. road safety tips, information about anti-bullying, healthy eating tips
- including out of school learning/family learning opportunities within our curriculum for PSHE, and encouraging children to share at home their learning about all aspects of PSHE
- inviting parents/carers to discuss their views and concerns about PSHE on an informal basis.

Parents and carers will be given access to this policy on request. It is also available on the school website.

### **Working with External Agencies and the Wider Community**

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. 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.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. christmas performances)
- charity fundraising (e.g. links with the local food bank, supporting events such as the MacMillan Coffee Morning and Children in Need)
- school clubs (e.g. choir performance in local care home)
- invitation lunches (e.g. grandparents' day)
- citizenship visits (e.g. 'Ask your MP' day)
- links with local services (e.g. visits from the Police Community Support Officer)

### **Ground Rules**

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

### **Answering Questions**

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box' or 'Ask it Basket' where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

## **E. PROCESSES – PRIMARY**

In Primary, we use the Jigsaw Personal Development Programme and the resources recommended within it when planning and delivering PSHE.

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

**Myself and My Relationships:** including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

**Healthy and Safer Lifestyles:** including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

**Citizenship:** including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

**Economic Wellbeing:** including Financial Capability.

## F. PROCESSES – SECONDARY

In Secondary, pupils receive one taught lesson on the curriculum each week. These lessons are planned by the PSHE lead in school and then delivered by the PSHE teachers. The PSHE programme falls into three main categories

1. **Health and Wellbeing-** this includes all aspects of physical and emotional health. Pupils examine changing bodies, drugs and alcohol, physical safety and mental well-being.
2. **Relationships-** This includes all aspects of romantic and platonic relationships. Pupils look at healthy and unhealthy relationships, how to keep themselves safe in relationships and how they should interact with others. This topic also includes information on safety in sexual relationships.
3. **Living in the Wider World-** this includes Citizenship, which focuses on law, democracy and order. British values are examined as part of this. Pupils also have Careers lessons as part of this to prepare them for the wider world.

These categories are based on the PSHE Association Framework. Each half term in each year group is devoted to one of these topics with different focuses within these. Topics are revisited over the different years to ensure development of ideas and full understanding.

The Tutor Time program also supports wider PSHE provision including 'News and Current Affairs' discussions and Wellbeing Tutor time which focuses on strategies for pupils to improve their mental wellbeing.

The PSHE programme is flexible and can and is adapted to meet requirements within certain year groups and to address national issues.

## G. MONITORING, ASSESSMENT & EVALUATION

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

- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE programme, for example, through parent/carer information sessions.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Our website reflects our provision in PSHE.
- Assessment of children's learning in PSHE in line with approaches used in the rest of the curriculum. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments. We use before learning questionnaires and end of unit questionnaires to track pupils' progress.
- We report to parents/carers annually on children's learning and progress within PSHE.

Both Assistant Headteachers for Curriculum are responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years or sooner if there are significant changes or circumstances necessitate a review.

## **Appendix**

### **[Keeping Children Safe in Education](#)**

**[British Values](#)** November 2014