

Children First Academy Trust

RAYNHAM
PRIMARY SCHOOL



PSHE policy

Last reviewed on: October 2021

Next review due by: October 2022

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1. Aims

This policy informs the school's agreed approach to the personal, social, health and economic (PSHE) curriculum and sets out the intended outcomes for its provision. Consultation with parents took place online between 26.2.21- 26.3.21.

At Raynham Primary School, we believe that PSHE education is an important and necessary part of the curriculum for our pupils. This is because PSHE enables pupils to develop the knowledge, skills and attributes they need to manage life's challenges and to also make the most of life's opportunities. Our PSHE curriculum is underpinned by the school values of Respect, Equality, Kindness, Responsibility, Resilience and Courage.

The overarching aims of the PSHE curriculum are to:

- Promote children's personal, social, moral, cultural, spiritual, physical, and mental health development
- Provide children with the knowledge, skills and understanding that they need to stay healthy and safe
- Provide children with the knowledge and skills to develop safe, worthwhile relationships
- Promote respect for difference in individuals, families and in the wider society
- Develop independence and responsibility, and make the most of their own abilities and those of others
- Prepare children for the opportunities, responsibilities and experiences of later life

2. Statutory requirements

The Health and Relationships aspects of PSHE became compulsory from September 2020 under the Children and Social Work Act 2017. The Relationships and Health aspects of our PSHE provision forms an integral part of our PSHE curriculum and meets with the statutory requirements.

In accordance with the Education Act 2002/Academies Act 2010 our PSHE curriculum has been designed to provide our children with the appropriate subject knowledge, skills and understanding in order to fulfil the national curriculum requirements to provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils at our school and which also prepares them for the opportunities, responsibilities and experiences of later life.

3. Content and delivery

3.1 What we teach

We are required to cover the content for relationships and health education, as set out in the statutory requirements above. In September 2021 we adopted the Kapow scheme of work to support the delivery of PSHE. A clear and comprehensive Health and Relationships Education scheme of work is provided within our PSHE curriculum and an overview of the planned provision for Key Stages One and Two is attached. A more detailed breakdown of the content and progression of the PSHE curriculum appears in the Medium Term Plans for each year group and can be provided on request.

Our PSHE curriculum is comprehensive and further enriched as it integrates the broader, non-statutory aspects of PSHE, to include economic well-being; careers; personal safety; assessing and managing risk. The curriculum is based on three core themes: Relationships, Living in the Wider World and Health and Wellbeing. It offers a spiral programme which organises learning into a series of recurring themes. Its purpose is to develop knowledge, skills and attributes so that prior learning is revisited, reinforced and extended year on year. This idea is grounded on research on effective practice in PSHE which can be found on the PSHE Association's website.

3.2 How we teach PSHE

- PSHE lessons take place on a weekly basis. In addition the staff aim to set aside time to discuss matters arising from school council meetings or other issues which may arise.
- Key Stage assemblies always make a link with PSHE, British Values or spiritual, moral, social and cultural development (SMSC).
- Where possible, visitors from external agencies or the local community are invited to offer their expertise and experience to support the delivery of PSHE e.g. health workers, police and faith leaders.
- SEND pupils will have access to a PSHE education which meets their needs by adapting and / or by differentiating the learning.
- We use of a range of starting points which are helpful in introducing sensitive or controversial topics for discussion e.g.
 - photographs / pictures,
 - group or class brainstorming,
 - a round where each child says something they know about a topic
 - cold task activities

We also use distancing techniques such as:

- stories,
 - role play and
 - scenarios based on real situations which can promote discussion whilst at the same time 'depersonalising' the discussion.
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- Although staff members may have their own views and opinions on a range of issues, we expect all staff to work within the school's values, policies and the law primarily because they are in positions of influence.
 - All Staff are expected to answer questions that the children may have sensitively, taking into account prior learning, age, confidentiality or safeguarding concerns. There may also be situations where a child may be asked to wait for an answer so that further thinking time, advice or consultation may be taken.

- The provision of a question box in the classroom gives children the opportunity to raise questions anonymously so that they can be answered individually or to the class at a later date.
- We will set ground rules at the start of lessons (where appropriate including what can/cannot be kept confidential).
- We will determine pupils' prior knowledge through activities such as mind-mapping, cold tasks, graffiti wall etc.
- The curriculum will be taught through a range of methods, for example circle time; discussion; role play, games, problem solving, songs, video clips etc.
- Pupils will be given the opportunity to express their opinions and views about their personal experiences; to make real life decisions about their lives; to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Where relevant links will be made with learning in other subject areas and within PSHE itself.
- Pupils will be given the opportunity to reflect on their learning and progress through discussion, oral feedback, raised awareness, role play, creative and recorded activities.
- Assessment will be gauged against the learning outcomes through observation of pupil engagement, oral feedback, raised awareness, role play, creative and recorded activities.
- Progress in PSHE will be reported to parents in the end of year report and during parent consultations.

4. Roles and responsibilities

4.1 Governing body

The governing body will approve the PSHE policy, and hold the headteacher to account for its implementation.

The governing body has delegated the approval of this policy to the headteacher, Anna Trott.

4.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff members are responsible for:

- Using the Medium Term Plan to guide their lesson planning.
- Providing a safe and supportive environment where pupils can develop their confidence to ask questions, challenge information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE which do not induce shock or guilt.
- Responding to and being sensitive to the needs of individual pupils as some may have direct experience of some of the issues.
- Providing relevant and realistic information which reinforces social norms.
- Providing pupils with access to balanced information and differing views to help them clarify their own opinions.
- Monitoring and assessing progress in PSHE.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE co-ordinator and other senior leaders through:

Planning and scrutiny of the children's work in the class books.

This policy will be reviewed by the PSHE co-ordinator annually to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

At every review, the policy will be approved by the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE

Computing

Science

Humanities

Sustainability

Religious Education

Child Protection and Safeguarding

SMSC

Behaviour