



Roxwell Primary School PSHE Policy

2018-2019

Approved by Governing Body in July 2018

To be reviewed in July 2020

Introduction:

This policy has been shared and approved by the teaching staff and school Governors. Parents and Carers can have access to this policy via the school's website.

This policy covers our school's approach to PSHE. Our school's overarching aims and objectives are for our pupils to develop their citizenship and personal well-being skills through a values-based education.

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the spiritual, moral, social and cultural development of pupils;
- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

See the SRE Policy for further details of how we meet this responsibility.

We will create a safe and supportive learning environment through pupils creating and agreeing to their own set of ground rules for PSHE lessons, which can be applied to lessons in the wider curriculum. Teaching staff will ensure these rules cover listening skills, patience, everybody having a right to their own opinion, everybody having the right to pass during a discussion, respect and keeping each other's confidence in order to build a feeling of trust within the group. Pupils are made aware that should they share information that suggests they may be vulnerable to or at risk then the staff will be unable to keep that confidence and that the information will be shared with the school's designated leads for Child Protection, Miss Vicky Kendell or Mr Richard Clark. In this instance, pupils will be told that the member of staff leading the PSHE session would like to discuss that further after the lesson, with the aim of ensuring other pupils are not present during that discussion.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by offering a fully inclusive curriculum and encouraging an ethos of respect and tolerance of diversity within the school. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils and those with English as an additional language to ensure that all can fully access our PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by showing empathy, tolerance, kindness, friendship and self-control. We will use PSHE education as a vehicle to address diversity issues and to ensure equality by developing an understanding of respect, justice, responsibility, compassion and friendship.

Our programme promotes the values of kindness, truthfulness, friendship, responsibility, justice, respect, trust, perseverance, courage, wisdom and compassion, and are closely tied to our Christian values for our school.

Our programme aims to give the opportunity for our pupils to learn about and apply these values, developing skills to support their own well-being as well as becoming valuable and vital members of society.

The learning outcomes of our programme will be that pupils will:

- know and understand how they can contribute to their own well-being, the well-being of others and to wider society;
- be able to discuss and show how they can use these skills in 'real-life' scenarios;
- understand they have a right to be happy, respected and safe;
- understand they have a responsibility to respect others, appreciate and show tolerance for equality and diversity, and help to keep others safe (by 'whistle-blowing' where necessary to get the support for others that may need it).

The programme will be taught through a range of teaching methods, including role play, class discussions and exploring a potential 'real-life' situation. We will ensure learning 'starts from where pupils are' by using cold tasks when applicable to establish the pupils' prior knowledge and working with other teaching staff to ensure what has already been taught. We will ensure that sessions, including those on risky behaviours, remain positive in tone by creating a non-judgemental and supportive environment, particularly during and following the session. We will ensure cross-curricular learning by linking PSHE topics to other curriculum subjects where applicable, for instance healthy eating could be linked to science and Design Technology. However, these lessons can explore deeper surrounding issues by looking at the emotional, moral, spiritual, cultural and social elements to these topics.

During Key Stage 1, pupils will learn about healthy lifestyles, choices, feelings, behaviour, bullying, goals, growing, change and loss, hygiene, privacy, rules, groups, money, rights and keeping safe in their environment. The names of body parts are taught, including external genitalia in Year 2.

During Key Stage 2, pupils will embed their previous learning further, and extend it further by exploring issues such as peer pressure, predicting and managing risks and hazards, human reproduction, habits, substances and drugs, healthy relationships, similarities and differences including sexual orientation and gender identity, racial, ethnic and cultural diversity,

stereotypes, laws, human rights, responsibilities in the wider world, enterprise, tax, loans, interest and debt.

All pupils will be taught essential skills and Attributes as outlined in our programme of study, which are personal effectiveness, interpersonal and social effectiveness and managing risk and decision-making.

We will assess pupils' learning through a range of hot tasks and pupil perceptions.

The programme will be led by the PSHE Coordinator and the SLT. It will be taught by all teaching staff. It will be supported by LSAs and the governing body.

This policy support the following policies:

- SRE policy;
- Child Protection policy
- Curriculum policy
- Behaviour policy

Learning in PSHE sessions will complement learning in RE, Science, Design Technology, Literacy, Geography, History, and Computing.

Pupils' questions will be answered by teaching staff, but may be asked by the teaching staff to return to later, when the member of staff has decided an appropriate way in which to answer the question. We will allow pupils to raise anonymous questions by using a question box in the classroom.