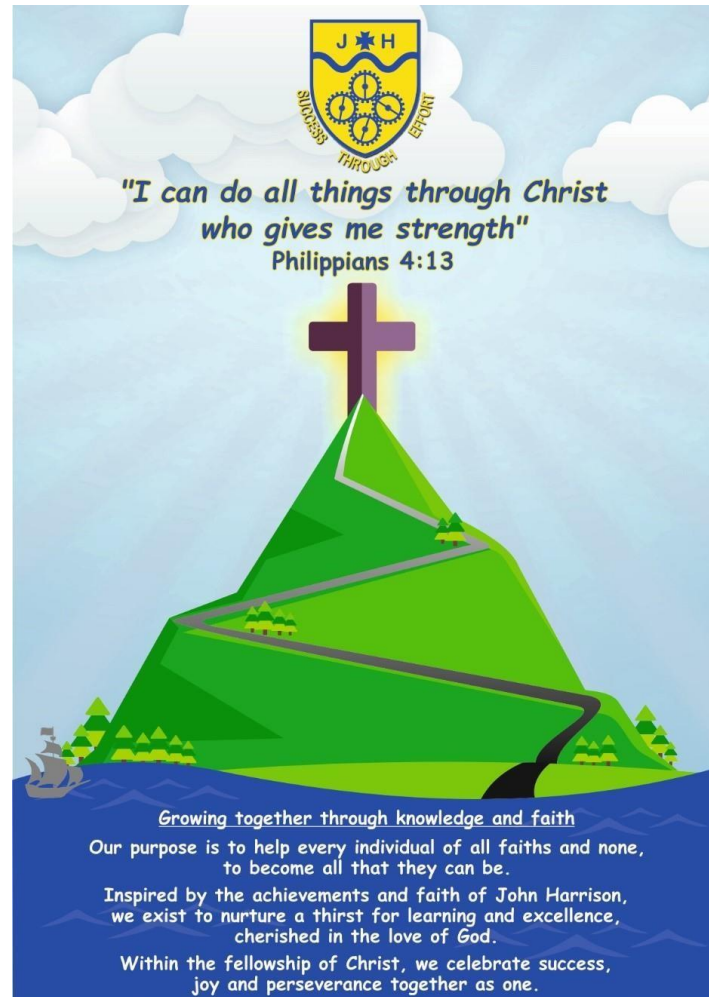


John Harrison CE Primary School

PSHE Policy



Date reviewed: Spring 2024

Date of next review: Spring 2025

Addendum: Keeping Children Safe in Education 2023

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

This document details the John Harrison C of E Primary School policy for provision of Personal Social and Health Education (PSHE).

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1. Introduction

The Governments review of Personal, Social, Health and Economic education (PSHE) advised that the subject would remain non statutory. During this review no new programmes of study were introduced by the DFE, however in section 2.5 of the national curriculum says that all state schools:

‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

In addition to the national curriculum framework, the Department for Education guidance states that the subject is ‘an important and necessary part of all pupils’ education’ and that ‘schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, Relationship and Sex Education (RSE) and the importance of physical activity and diet for a healthy lifestyle.’

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to personal development, behaviour, welfare and safeguarding.

2. Our Vision

Growing together through knowledge and faith.

Our purpose is to help every individual of all faiths and none, to become all that they can be. Inspired by the achievements and faith of John Harrison, we exist to nurture a thirst for learning and excellence, cherished in the love of God.

Within the fellowship of Christ, we celebrate success, joy and perseverance together as one.

‘I can do all things through Christ who gives me strength’

Philippians 4:13

2.1 Our Aims

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities.

They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Have respect for their own body
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community and living in the wider world.
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.
- Have good relationships and respect for the differences between people, regardless of ability, gender, race or cultural background.
- Develop problem solving abilities

2.2 Spiritual Development

Spiritual development can be judged by the extent to which pupils display:

- A system of personal beliefs
- An ability to communicate their beliefs in discussion and through their behaviour
- A willingness to reflect on experience and to search for the meaning of that experience
- A sense of awe and wonder as they become more conscious of deeper meanings in the apparently familiar features of the natural world

2.3 Moral Development

Moral development can be judged by the extent to which pupils display:

- An understanding of the difference between right and wrong
- Respect for persons, truth and property
- A concern for how much their actions may affect others
- The ability to make responsible and reasoned judgements on moral issues
- Moral behaviour

2.4 Social Development

Social development can be judged by:

- The ability to exercise a degree of responsibility and initiative
- Pupils ability to work successfully in a group, to participate co-operatively and productively in the school community
- Pupils growing understanding of society through the family, the school and the local and wider communities leading to an understanding of the structure and process of society

3. Linked Policies

This policy is linked to the Safeguarding policy, Anti bullying policy, Child protection and

Safeguarding policy, Health and Safety, Supporting Pupils with Medical conditions and Administration of First Aid policy, Special Educational Needs

4. The role of PSHE in supporting Safeguarding

Keeping Children Safe in Education 2023 identified that “Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education

(PSHE) and/or, for maintained schools and colleges, through sex and relationship education

(RSE). Lessons are taught on peer on peer abuse and include (but not limited to): -

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly.

- Bullying (including cyberbullying)
- Gender based violence/sexual assaults
- Youth produced imagery
- Radicalisation

Staff ensure, in these lessons, that pupils are aware of the safety procedures in school and that peer on peer abuse is not tolerated.

5. Approaches to Teaching and Learning

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as a worship, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

6. Assessment

Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate.

Teachers assess the children's work in PSHE by making informal judgements, as they observe them during lessons, and through recorded pieces of work.

There are clear expectations of what pupils will know, understand and be able to do through the progression documents.

7. Early Years Foundation Stage

We teach Personal, Social and Emotional Development (PSED) and Citizenship in the Reception class as an integral part of the topic work covered during the year. Our teaching in PSED and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELG. PSED is one of the prime areas of development and promotes the holistic views of the child.

8. PSHE and the Wider Curriculum

The PSHE education programme is embedded within the wider learning offered by the school to ensure that young people have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The promotion of pupil's spiritual, moral, social and cultural development is a whole school issue and is found in many other subject areas such as RE, History, English, Geography, PE, Music, Art, Computing and Design and Technology. All of these present opportunities for children to participate in discussion. Computing and PSHE link very strongly through the teaching of online safety. Science and PE have strong links with PSHE in the teaching of keeping health.

We also develop knowledge and skills of PSHE and citizenship through activities and whole school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and cooperative skills.

9. Entitlement

All pupils in school will have explicit structured teaching in the following core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world

The lesson plans and resources are found on the website KAPOW (PSHE and RSE schemes of work). The Long Term plans for these units are on the **JHS Team Drive on Google**. KAPOW provides a framework through which teachers can refer to and use to deliver effective lessons.

10. The key principles that underpin our PSHE education provision

Our aim at John Harrison CE Primary School is to encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We believe that it is important to teach them about society (including how it is organised and governed), rights and responsibilities and what it means to be a positive member of a diverse multicultural society.

All content in the PSHE (Personal, Social, Health and Economic education) and relationships education curriculum will support the wider work of the school in helping to foster pupil wellbeing and to develop resilience and the values that we know are fundamental to pupils being happy, successful and productive members of society.

The vision and values (peace, compassion, respect, forgiveness, hope, friendship and perseverance) of our school encompass the framework which drives our curriculum. We strive to provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experiences, express their views and opinions and put what they have learned into practice in their own lives.

Where appropriate, the subject is linked to other subjects in a cross curricular way such as:

- PE (healthy lifestyles)
- Science (some aspects of drug, RSE and moral awareness)
- English
- RE (British and Christian values, diversity, relationships, moral, social and cultural issues)

PSHE is also taught through whole school events such as: -

- Anti-bullying week
- Safer Internet Day
- Dramas about student safety
- Speakers invited into school to speak on specific topics
- Road Safety Week

11. Equal Opportunities

PSHE promotes the needs and interests of all pupils irrespective of gender / sexual orientation, culture, ability or aptitude. We encourage all children to be the best that they can be. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both diversity and gender issues and ensuring equal opportunities for all.

Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Support Plans (ISPs).

12. Teaching RSE

Relationship and Sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. At JHS we deliver our RSE programme to Reception, KS1 and KS2 pupils with the support from external materials such as KAPOW/NSPCC.

Relationship and Sex education will reflect the values of the PSHE programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

13. The use of visitors in PSHE lessons

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

14. Citizenship

Citizenship is an important factor for all pupils at JHS. Opportunities do occur where it can be applied through various classroom activities, within each programme of study.

Working in groups, coming to a consensus, respecting people's different views, decision making and problem solving. Citizenship addresses children's participation and contribution to school life and the wider community.

It may be delivered through a variety of opportunities in a variety of contexts e.g., circle time, school visits, school / class councils, involvement in the community. Citizenship should be an integral part of the PSHE framework.

15. The School Council

The School Council will endeavour to help provide pupils with:

- A forum to voice their concerns and act upon them
- A structured opportunity to learn management and problem-solving skills
- An opportunity to take an active part in some aspects of the management of the school
- Experience of the democratic process
- A safe, happy, fair learning environment

16. Playground Buddies, Play Leaders and Sports Ambassadors

The implementation of Playground Buddies and Play Leaders during morning and afternoon breaks is beneficial to the health and well-being of all pupils.

Sports Ambassadors support and assist teachers and pupils during P.E. lessons.

17. Road Safety Awareness

Upper Key Stage 2 pupils complete a Cycling Proficiency programme . Also, in Year 4 children are taught to cross the road safely.

18. Transition

At JHS, a range of practices are employed by the school to ensure a pupil in given sufficient support to settle in to their new environment in preparation for future learning and development.

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. The sharing of information between staff, parents and previous and future schools helps

to prepare, reassure and encourage pupils, therefore making their transition a positive experience.

The implementation of a transition programme in the summer term for Year 6 pupils has been established. It is designed to support and reassure the pupils and their parents on their impending move through to secondary school. The relevant secondary schools are also involved with the transition programme.

19. Confidentiality

Due to the nature of the topics covered in the PSHE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.