Holyport CE Primary School & Foundation Unit

Personal, Social, Health and Economic Education (PSHEE) Policy

Introduction

Our personal, social, health and economic education (PSHEE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Holyport CE Primary School, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally, mentally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Aims

For children to:

Physical and Mental Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to act and respond in an emergency.
- Know who are strangers and what is stranger danger.
- Know how to manage change, including puberty, transition and loss.
- Know how to respond positively to setbacks and challenges and develop resilience.
- Understand the value of self -discipline and self -control and be able to implement some self-regulation strategies.
- Understand the importance of sleep, nutrition, hygiene, exercise, interests and hobbies, and service to others in order to maintain physical and mental well-being.
- Understand the importance of friendships in maintaining mental and emotional wellbeing.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, in person as well as online, including all forms of bullying and abuse and know how to ask for help.
- Know how to respect equality and diversity in relationships.
- Understand the importance of kindness, respect, honesty, and privacy in all relationships both in person and online.

- Know how to be a good friend.
- Have an awareness of different kinds of families and the importance of respect and kindness within family groups.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the review of the PSHEE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.
- To assist the leadership team in evaluating and support teaching and learning of PSHEE
- To work with the PE team to achieve and maintain a Healthy Schools award and organise a Healthy Lifestyle's focus week.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHEE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHEE policy and curriculum are in line with the non - statutory guidance in the National Curriculum 2014 and statutory guidance in 2020 for relationship and sex education (including health)
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHEE, is doing so in line with the school's PSHEE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

Provision

- PSHEE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014;
- This framework will be delivered through variety of specialist resources e.g. Health for Life, the Christopher Winters Project, PREVENT for Schools scheme of work, PSHE Association lessons, St. John Ambulance, and Values, Money, and Me.
- Some elements of PSHEE are taught effectively as a separate, explicit subject, for example some lessons in the Christopher Winters programme (Drugs and Alcohol education and RSE) and Circle Time. In addition to this, PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community; Emotional Wellbeing Champions and PYAs (Primary Young Ambassadors) Focus weeks, such as Anti-Bullying Week, Change for Life Week, and E-Safety Day, highlight aspects of the curriculum in engaging practical ways.
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships and Online Safety Policy.
- In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

1. Developing confidence, a sense of responsibility and making the most of their abilities (having high aspirations and being the best, they can be)
2. Developing a healthy, safe, lifestyle
3. Developing positive relationships and respecting the differences between people
4. Preparing for the opportunities, responsibilities and experiences of later life
    - The curriculum offers discreet whole school themed days/weeks on: -
      - Anti-Bullying
      - Keeping Healthy, Keeping Safe
      - Internet Safety (Safer Internet Day)
      - Our Holyport School Values
      - Change for Life (Healthy Lifestyle Week)

Teaching and Learning

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending CWVT (Collective Worship and Values Team), Emotional Well Being Champions meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- Our Weekly Star of the Week assemblies and certificates, Half Termly Achiever Awards, and Celebration Assemblies are used to celebrate personal achievements with regard to developing positive attitudes to learning and by demonstrating our core values, with parents and carers.
- Children are assigned homework tasks around our school values on the termly homework grid.
- Weekly Assemblies to support collective worship are themed around emotional well-being and mindfulness

Special Needs and Equality

- We teach PSHE to all our pupils, regardless of their ability or backgrounds
- Learning opportunities are matched to the individual needs of children
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss

Resources

- All staff have received extra planning ideas for each year group from the PSHE Co-ordinator and from the Christopher Winters scheme of work, Pyramid PSHE, PREVENT, lessons and resources from the PSHE Association as well as St. John Ambulance
- All Staff have access to the Well Being Tool Kit provided by Achieving for Children

Assessment, Recording and Reporting

- Teachers assess the children's learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph and video form
- Our Weekly newsletter and specific celebration assemblies during the year, celebrate personal achievements outside school;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.
- Children are sent to a member of the Senior Leadership Team, using the communication book to share outstanding pieces of work and/or a personal achievement to receive a special award sticker.

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

HOLYPORT CE PRIMARY SCHOOL & FOUNDATION UNIT	
date policy adopted and signed by LGB:	NAME AND SIGNATURE Governor/ Chair of Governors: Paul Mew
Name of Head teacher: Amanda Featherstone	Signature of Head teacher:
Date to be reviewed:	This policy will be subject to review every two years by the Governing Body or more frequently in the light of changes in legislation or advice from the ODST/LA.

Appendices

PSHE Long Term Plan

	Autumn 1 Diversity Week 9th Oct	Autumn 2 Anti-bullying week 13th Nov	Spring 1 Safer Internet Week 5th Feb	Spring 2 Neurodiversity Week 18th March	Summer 1 Healthy Lifestyles Week 20th May	Summer 2 SRE Week TBC
Year 1	Setting ground rules Yr 1 Family and relationships	Yr 1 Family and relationships	Yr 1 Economic Wellbeing	Yr 1 Citizenship	Yr 1 Health and wellbeing	Yr 1 Safety and the changing body Yr 1 Transition Lesson
Year 2	Setting ground rules Yr 2 Family and relationships	Yr 2 Family and relationships	Yr 2 Economic Wellbeing	Yr 2 Citizenship	Yr 2 Health and wellbeing	Yr 2 Safety and the changing body Yr 2 Transition Lesson
Year 3	Setting ground rules Yr 3 Family and relationships	Yr 3 Family and relationships	Yr 3 Economic Wellbeing	Yr 3 Citizenship	Yr 3 Health and wellbeing	Yr 3 Safety and the changing body Yr 3 Transition Lesson
Year 4	Setting ground rules Yr 4 Family and relationships	Yr 4 Family and relationships	Yr 4 Economic Wellbeing	Yr 4 Citizenship	Yr 4 Health and wellbeing	Yr 4 Safety and the changing body Yr 4 Transition Lesson
Year 5	Setting ground rules Yr 5 Family and relationships	Yr 5 Family and relationships	Yr 5 Economic Wellbeing	Yr 5 Citizenship	Yr 5 Health and wellbeing	Yr 5 Safety and the changing body Yr 5 Transition Lesson
Year 6	Setting ground rules Yr 6 Family and relationships	Yr 6 Family and relationships Yr 6 Identity	Yr 6 Economic Wellbeing	Yr 6 Citizenship	Yr 6 Health and wellbeing	Yr 6 Safety and the changing body Yr 6 Transition Lesson

PREVENT SCHEME Overview

Throughout Primary Education, we believe that children should be given the opportunity to explore the issues of diversity and understand Britain as a multi-cultural society.

Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what is acceptable will engender an open attitude to multi-cultural and race issues.

The teachers at Holyport will be using supporting resources and lesson ideas from the '**PREVENT for Schools'** Resources (http://www.preventforschools.org/index.php) which cover the Prevent Strategy issued by the Government in July 2015. The resources complement the advice issued by the DfE regarding "Promoting fundamental British Values through SMSC.' Key messages are common to both sets of resources.

These resources are based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. The resources have been created to support teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves. By building resilience and self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by negative peer pressure they may encounter. Through education, we can enable children to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.
The resources include the following units:

- Respect
- A Rich Tapestry
- Everyone has the right
- A Growth of Culture

- A Multicultural Community