



## **Caldecote Primary School**

### **Personal, Social and Health Education (P.S.H.E) Policy**

**April 2020**

## 1. Rationale

At Caldecote Primary School, we believe that PSHE education is a key subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work.

Our curriculum is based upon the PSHE Association framework and is underpinned by our desire to be a mentally and physically nurturing school.

Our Policy promotes pupils personal, social and economic development, as well as their health and wellbeing. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community; they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives pupils an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

Most of PSHE education becomes statutory for all schools from September 2020 under the Pupils and Social Work Act 2017.

We will provide a broad and balanced curriculum, ensuring that it:

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

## 2. Aims

The overall intent

- To enable pupils to cultivate an understanding of their emotions and behaviours and develop a sense of empathy and respect for others

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- To equip pupils with the skills to become healthy, independent and responsible members of their class, school and ultimately their village and wider community
  - For pupils to value themselves as individuals and grow in confidence, resilience and self-worth by playing a key role in contributing to school life and the wider community through opportunities such as School and Eco councils

### **The aims of PSHE fall into three core themes:**

#### **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 respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Know how to promote and maintain good mental health.

#### **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, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

#### **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 and global community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

We believe that our work on PSHE contributes to our school being a healthy school and to achieving the 5 national outcomes for pupils as set out in the Children Act 2004 'Every Child Matters':

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being

We intend to achieve these aims through:

- A school ethos that values the place and contribution of all individuals to the school community and promotes self-respect and respect for others
- Through direct teaching of the PSHE programme
- Teaching PSHE through other subject areas
- Daily assemblies
- Special activities and events
- Giving pupils opportunities to work in a variety of group settings

In order to ensure that the teaching programme reflects the views of all pupils we:

- Consult the school council
- Involve pupils in evaluating the programme
- Assess pupils' prior knowledge before starting some topics to ensure it is relevant to their needs

### **3. Provision**

PSHE is taught in all year groups through topics, dedicated time and through specific curriculum events.

Drugs Education forms part of the PSHE curriculum and we seek support from external specialists such as the Life Education bus. See Appendix A for a detailed breakdown of drugs education across the school.

### **4. Assessment, Reporting and Recording**

There will be ongoing informal assessment throughout each term. Assessment of pupils' capability is achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting.

All school staff, including teachers, teaching assistants, midday staff and administrative staff have collective responsibility for the personal and social development of all pupils. Comments on pupil's achievement and participation in PSHE form part of the pupil's annual reports.

Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g.

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displays, photographs and sometimes written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

## **5. Specific Issues Within PSHE**

### **5.1 Confidentiality**

Teachers cannot promise total confidentiality to pupils. If a member of staff, through their teaching, has concerns about a pupil, they must refer the matter to the Headteacher, who will follow the school's child protection procedures.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

### **5.2 Child Protection**

The school has a separate Child Protection Policy. Effective PSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **5.3 Controversial and Sensitive Issues**

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **5.4 Inclusion**

Activities will be planned and organised to enable all pupils to participate and learn from the PSHE curriculum.

### **5.5 Equal Opportunities**

We recognise the right for all pupils to have access to PSHE education learning, which meets their needs and has been planned to cover all areas recommended by the National Curriculum. Staff will ensure that all pupils will have an equal opportunity to develop their potential within PSHE, regardless of gender, ability, cultural, religious or racial background in line with the School's policy on equal opportunities.

## **6. Subject Leader Responsibility**

### **6.1 Monitoring and Evaluation**

The subject leader will monitor coverage and balance of PSHE activities and evaluate the impact of school provision. Monitoring includes:

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- Learning walks
  - Looking at a sample of pupils' work
  - Looking at curriculum planning
  - Discussions at staff meetings
  - Discussion with groups of pupils

## **7. Teaching and Learning Strategies**

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methods are used in teaching the PSHE curriculum. These include circle time, working in pairs/groups, brainstorming, and drama/role play, puppets, ICT and draw and write approach.

## **8. Community Links**

We see working with parents, carers and the wider community as an essential part of PSHE. We consider working with the community a two-way process whereby the community is used as a resource and the School also contributes to the community, e.g. the choir collecting money for local charities. We value working with the parents/carers of our pupils. We do this by informing them about the curriculum, celebration assemblies where parents are invited, involvement in festivals and regular newsletters.

## **10. Professional Development**

All staff will be given the opportunity to receive support and development in PSHE. This will be through:

- School based INSET related to PSHE
- Relevant courses held by outside agencies
- Regular staff meetings to review current school issues and to make aware new initiatives, practices and resources.

## **11. Policy Review**

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: .....

Date: .....

Chair of Governors: .....

Date: .....

## Appendix A

### KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

- about rules and age restrictions that keep them safe
- that household products (including medicines) can be harmful if not used correctly
- about things that people can put into their body or on their skin; how these can affect how people feel

### KS2 Learning opportunities in Health and Wellbeing

Pupils learn...

- how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns