

'Do Everything In Love' - 1 Corinthians 16 v14

## Personal, Social, Health and Emotional Education Policy



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## **Personal, Social, Health and Emotional Education (PSHE) Policy**

### **1.0 School Details**

1.1 St Andrew's CE VA Primary School has been serving the community of the village of Laverstock and environs, on the edge of the city of Salisbury, for over 100 years. The school is inclusive, with children of all abilities from Reception to Year 6 (ages 4-11 years). There are currently 213 pupils on roll in seven classes. Children at the school are predominantly White British with around 12% from other ethnic backgrounds. Where a religion is stated, most children are Christian.

### **2.0 Key roles and responsibilities**

2.1 We believe that the delivery of effective Personal, Social, Health, Emotional, (PSHE) education is the joint responsibility of all members of our school community i.e. all staff and parents and the pupils themselves.

2.2 It is the responsibility of the Headteacher to ensure that staff and parents are informed about this PSHE policy, and that the policy is implemented effectively.

2.3 The governing body has the responsibility of setting down these general guidelines on relationships and sex education. The governors will support the Headteacher in following these guidelines. Governors will inform and consult with parents about the relationships and sex education policy. Governors will also liaise with the local authority and health organisations so that the school's policy is in line with the best advice available. This is done through working with the school PSHE Co-ordinator who attends local authority training and network meetings regularly. At present, the PSHE Subject Leader is Mrs Procter. All class teachers are responsible for the teaching of PSHE to their class.

### **3.0 Aims**

3.1 PSHE will contribute to the school's overall aims of preparing children for the future and enabling them to grow in to physically and emotionally able adults by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Develop their self- esteem and sense of responsibility.
- Develop the skills of making informed choices.
- Can protect themselves and ask for help and support.
- Are prepared for puberty.
- Develop an understanding of conception and childbirth.

### **4.0 Background**

4.1 The Relationship and Sex Education Guidance published in 2000 emphasises the need for effective relationships and sex education which is rooted firmly within the PHSE Frameworks and is supported by the National Healthy Schools Standard

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(NHSS). PSHE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The PSHE Guidance is supported in legislation by the Learning and Skills Act (2000). This requires that in the context of PSHE:

- Young people learn about the nature of marriage and its importance for family life and the bringing up of children.
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- In line with ‘Valuing All God’s Children’ the PSHE curriculum may (where appropriate) include discussion of issues around diversity, self-esteem, gender identity and anti-bullying, (including homophobic, bi-phobic and trans-phobic language and bullying).
- The sex education elements contained in the National Curriculum Science orders are mandatory for all pupils. Sex education in the National Science curriculum covers anatomy, puberty and biological aspects of sexual reproduction.
- The PSHE curriculum is complementary to and distinct from the Science and R.E. curricula. However, in accordance with our Learning and Teaching policy, meaningful links are made wherever possible to improve learning opportunities.
- The following policy has been agreed by staff, parents /carers and Governors.

### **5.0 Moral and Values Framework**

5.1 The objective of PSHE is to help and support young people in their physical, emotional and moral development.

5.2 PSHE will promote the spiritual, moral cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to talk openly and their questions answered honestly in a way that respects diversity of cultures and family forms.

### **6.0 Organisation of PSHE**

6.1 The PSHE Subject Leader, Mrs Procter, is responsible for the day to day management of PSHE in the school. All class teachers are responsible for teaching PSHE to their own class.

6.2 .The resource materials we use are comprehensive and supportive. If a teacher determines that they need additional training through the Continuing Professional Development process, then this will be provide through either “in –house” training led by the PSHE Co-ordinator, or by attendance at local authority training, if necessary.

6.3 In accordance with our Learning and Teaching policy, PSHE will be delivered using a variety of teaching strategies. Different learning styles will be considered. Classes are organised in single age mixed sex groups.

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6.4 We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through differentiation and/or adaptation of the content or delivery. PSHE is delivered through both discreet, stand- alone lessons, during Circle Times, Philosophy 4 Children sessions and as part of the daily teaching and learning, particularly R.E.

### **7.0 PSHE in the curriculum**

7.1 Development in PSHE will take place across all curriculum areas. PSHE has particularly strong links to and can be explored through Religious Education, Philosophy 4 Children, Collective Worship. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. Through classroom discussions and Circle Times we will give the children opportunities to:

- talk about personal experiences and feelings.
- express and clarify their own ideas and beliefs.
- speak about difficult events, e.g. bullying, death etc.
- share thoughts and feelings with other people.
- explore relationships with friends/family/others.
- consider the needs and behaviour of others.
- show empathy.
- develop self-esteem and a respect for others.
- develop a sense of belonging.
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc).

7.2 Many curriculum areas provide opportunities to:

- listen and talk to each other.
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- agree and disagree.
- experience good role models.
- take turns and share equipment.
- work co-operatively and collaboratively.

7.3 Practical activities to develop PSHE will include:

- working together in different groupings and situations.
- encouraging the children to behave appropriately at meal times.
- taking responsibility (e.g. class monitors, lunch monitors, register monitors, Collective Worship monitors, cloakroom monitors, delivering messages and looking after younger children).

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- developing leadership skills (e.g. Play Leaders, School Council, Sports and House Captains, Head Boy and Head Girl).
- encouraging teamwork in PE and games.
- appreciation of and respect for the work and performance of other children regardless of ability.
- hearing music from different composers, cultures and meeting people from different cultures and countries.
- participating in a variety of different educational visits and residential.
- participation in live performances and productions.
- use of collective worship themes to explore important aspects of our heritage and other cultures, e.g. festival days, patron saints and national celebrations, studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- participation in traditional dancing as well as dance from other cultures.
- opportunities to make and evaluate food from other countries.
- opportunities in music to learn songs from different cultures and play a range of instruments.
- studying the contributions to society that certain famous people have made.

### 8.0 Resources

8.1 Our main resource is the Jigsaw Scheme of work. In addition, we use the SEAL resources archived by the Department for Education. These resources have been chosen because we believe that they:

- conform to the legal requirements for PSHE.
- are appealing and age appropriate.
- are appropriate in terms of language, images, attitude, maturity and understanding.
- avoid racism, sexism, gender and homophobic stereotyping.
- encourage active and participatory learning methods.

### 9.0 Content

9.1 The Scheme of Work is available on the school server. Each class has a Jigsaw scheme of work appropriate for the age and stage of development of that class, a Jigsaw chime and a Jigsaw cushion.

### 10.0 Confidentiality and Child Protection Procedures

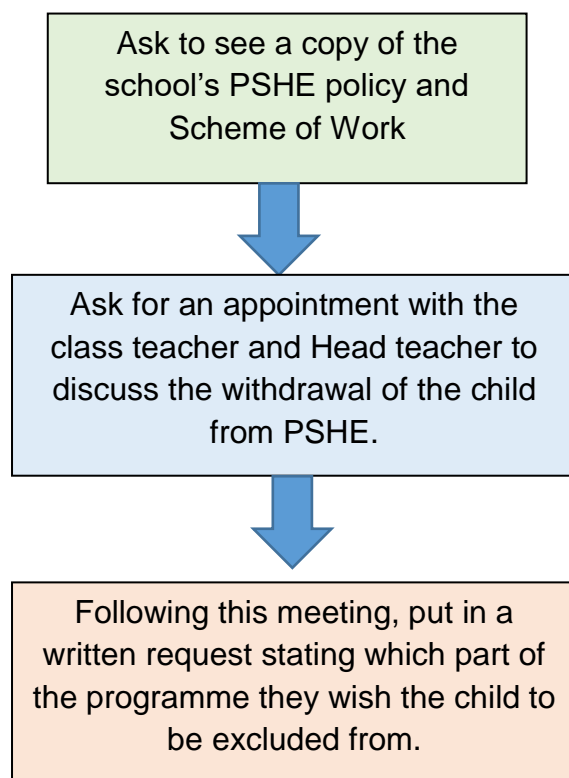
10.1 Teachers may become aware of sensitive information regarding some pupils. All members of staff need to be aware of the rules of confidentiality and reporting. Please refer to the School’s Confidentiality and Child Protection policies.

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### 11.0 Child Withdrawal Procedures

11.1 Parents have the right to withdraw their children from part or all of PSHE provided outside National Curriculum Science.

11.2 Parents wishing to withdraw their child should do the following:



### 12.0 Using Outside Visitors

12.1 PSHE in our school is sometimes supported by the School Nurse. We use visitors to support our planned teacher lead programme of education, in line with national and local guidance.

12.2 We are careful to negotiate the use of visitors in line with the protocol for using visitors in Wiltshire Schools so that their contribution fits our needs and they are clear how their input fits into our planned programme. The class teacher is always present when visitors are working with our pupils. The only exception to this at present is when the School Nurse initially discusses body changes with the Year 5/6 girls and boys.

### 13.0 Dissemination, Monitoring and Evaluation

13.1 A copy of this policy is available on the School website.

13.2 Monitoring and evaluation of the PSHE Programme of Study will be undertaken regularly by the PSHE Co-ordinator in accordance with the School's monitoring and evaluation cycle.

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13.3 The Learning and Teaching Governor's sub-committee will review the policy annually in September.

### **14.0 Programme Review**

14.0 The PSHE programme will be monitored and reviewed annually. The PSHE Subject Leader will discuss with teachers and the Pupil focus group (School Council) and undertake Scrutiny of work as part of on-going subject evaluation. The Subject Leader will present a report once a year to our Teaching and Learning Committee and consult with Governors prior to reviewing the policy.