

St Neot Primary School Policy for PSHE

Introduction

Personal, social and health education (PSHE) enables children to become healthy, secure, independent and responsible members of society. At St Neot School pupils are encouraged to play a happy and positive role in contributing to the life of the school and the wider community. In doing so they are helped to develop their sense of self-worth, enabling children to value their own achievements. We develop children's understanding of mental health, so that they have the ability to cope with, and positively respond to, life's challenges.

Children are taught how society is organised and governed and they experience the process of democracy in school through the school council. The pupils learn about their rights and responsibilities.

The school promotes Cultural Capital through PSHE. Children are taught about:

- The rule of law
- Democracy
- Mutual respect and tolerance
- Individual liberty

The pupils learn how to deal with choices and risks, and to meet the challenges that life may present, including the use of social media and the internet and risk of online radicalisation. They learn to appreciate what it means to be a positive member of a diverse school and wider multicultural society. It helps them to identify their values and work to live up to them.

Implementation

At St Neot Primary School, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis.

Aims and Objectives of PSHE at St Neot School

The teaching of PSHE helps to meet the national outcomes set out in The Children's Act 2004 which underpin the ethos of St Neot Primary School and are a central focus of the PSHE curriculum.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The objectives of PSHE are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of ways to recognise and manage risk, making safer choices
- Understand what makes for good relationships with others
- Be independent and responsible members of the school community
- Develop good relationships with other members of the school and the wider community

- Be positive and active members of a democratic society and respect the rule of law
- Promote mutual respect and tolerance for the diverse national, regional, religious and ethnic identities in the UK
- Develop their self-awareness and ability to understand and manage their experiences and feelings
- Develop their self-confidence and self-esteem and self-awareness to make informed choices regarding personal and social issues
- Make positive choices regardless of any peer pressure
- Develop positive character traits such as resilience and determination in order to develop ways of resisting pressures, including when and where to get help
- Build pupils' resilience to radicalisation by promoting fundamental British values
- Provide a safe place in which children and young people can understand risks and develop the knowledge and skills to enable them to challenge others' views
- Provide a safe environment for exploring and debating sensitive and contentious issues.

Approaches to Teaching and Learning

At St Neot School 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 across the curriculum. We encourage the children to take part in a range of practical activities that promote active health education and citizenship.

We organise classes in such a way that pupils are able to participate in discussions to resolve conflict and each class sets agreed classroom rules of behaviour at the beginning of the academic year. Children participate in Circle Time activities to give opportunity for the class to discuss and share experiences in a safe atmosphere of trust and confidentiality. Circle Time rules are:

- everyone is special;
- everyone listens carefully when someone is speaking;
- one person speaks at a time;
- there are no "put-downs" or judgements;
- no-one has to speak if they do not wish to do so;
- treat everyone with respect;
- help each other; listen carefully;
- in a problem solving session don't name anyone.

There are guidelines for staff on confidentiality and the handling of controversial and sensitive issues.

The school offers the opportunity for children to hear outside visiting speakers e.g. fire prevention officers, health workers, road safety officers, whom we invite into school to talk about their role in creating a positive and supportive local community.

We teach PSHE in a variety of ways. Each class will have some direct teaching time, but much more of the work is ongoing throughout the day and encompassed in other areas of work. PSHE is happening at all times throughout the school day. The personal and social development of young people is the responsibility of all members of the school staff. Every member of staff is regarded as delivering aspects of the PSHE curriculum, including teaching assistants, clerical staff and lunchtime supervisors.

Local and national issues are discussed in assemblies as and when they happen.

PSHE in the Early Years and Foundation Stage

The aspects include:-

- * Self-confidence and self-awareness
- * Managing feelings and behaviour
- * Making relationships
- * Health and self-care

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities.

Key Stage 1 and Key Stage 2

During KS1 and KS2 learners build upon the skills, attitudes and values, knowledge and understanding they began to acquire in EYFS. PSHE offers learning opportunities and experiences which reflect their increasing independence and physical and social awareness. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

PSHE is delivered through 3 core themes.

1. Health and Wellbeing
2. Relationships
3. Living in the wider world – economic wellbeing and being a responsible citizen

Where not directly taught as a discrete subject, PSHE is taught in the following cross-curricular areas:

- English-enquiry/communication skills; stories illustrating aspects of PSHE (myths and fables); persuasive writing; letter writing (complaint)
- Maths- aspects of financial capability; probability; problem solving
- Science-drugs/medicines; healthy lifestyles; safety issues and care of the environment
- Design and technology-health and safety; healthy eating; accounting for people's needs; generating ideas; use of technology
- ICT-communication using the Internet; checking for appropriateness/relevance of sources; use/misuse of ICT. It is useful for children to record their learning and performances as they develop using digital cameras and iPads
- History-use of resources; reasons for/results of historical events; situations and changes within societies; significant people, events, ideas and experiences from the past
- Geography-environmental issues; land use; locality studies; comparing localities
- Art-reflecting on/responding to ideas and experiences through works of art, craft and design from different times and cultures
- PE-health and safety; development of social and personal skills through team/individual activities; games and sports
- Music-fully realising musical abilities; valuing the expression of cultural diversity

- RE-moral beliefs values and practices that underpin and influence personal and social issues and relationships.

Opportunities for cross curricular links between PSHE and the core and foundation subjects are identified and highlighted in the medium term planning as appropriate.

PSHE Schemes of Work

During weekly timetabled lessons, using a combination of the PSHE/RSE Frameworks and the Jigsaw Programme, the following topics are taught in a systematic and progressive manner:

Anti-bullying
 Careers Education
 Drugs, Alcohol and Tobacco Education
 Economic Wellbeing and Financial Capability
 Emotional Wellbeing and Mental Health
 Healthy Lifestyles
 Relationships and Sex Education
 Safety (including Physical and Online Safety)

By following this scheme of work, the majority of the requirements detailed in the PSHE Progression Grid are met. Exceptions to this include:

- Economic Education and Financial Management which are taught in topic lessons and explicitly in daily maths lessons.
- Sex Education (in line with the RSE policy)

PSHE in the wider school context

At St Neot School we believe that the effective teaching of PSHE will show in the attitudes and behaviour of our pupils towards each other and in the way they conduct themselves both at school and when we are off site. Throughout the school year, events and activities enhance aspects of PSHE as follows:

- The School Council meets on a regular basis to discuss and resolve issues identified by the children. The Council is elected by ballot at the beginning of the academic year
- We involve the pupils in a variety of charity and fundraising events at local, national and international levels e.g. Poppy Appeal, School in a Bag, Cancer Research
- We celebrate all the different festivals that reflect the range of our children's home backgrounds
- Children take part in a variety of national events e.g. World Book Day, Comic Relief, Children in Need
- Children are involved in the planning of school special events such as assemblies or celebrations
- Some children attend individual counselling sessions as required
- There is a rolling program of intervention groups which enable children to interact and communicate appropriately, supports self -and develops self-confidence.

Working with parents and families

- Parents are consulted about their views of the school using questionnaires and informal conversations before and after school
- The school operates an “open-door” policy at all times with the head teacher available either immediately or by appointment
- A wide range of after-school clubs are provided
- School visits are conducted for children throughout the year
- There are regular event for parents and families to attend such as school fairs and concerts
- Parents are kept up-to-date through the newsletter and school website

Teaching PSHE to children with special needs

- We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties
- When teaching PSHE we take into account the targets set for the children in their Individual Education Plans (IEPs), where appropriate
- The children identified as gifted and talented are challenged in all lessons of either direct or indirect PSHE teaching
- More able pupils are encouraged to take responsibility, develop leadership skills, think creatively and use their talents for the good of the school and wider community e.g. school council, sports ambassadors, road safety officers etc.

Equality of Opportunities Discrimination is challenged whenever it arises, whether it is on the grounds of race, gender, sexual orientation, class, disability or religion. There is a need to examine all our practices to ensure that they promote equality of opportunity as it is not always apparent that discrimination is present.

In order to encourage each pupil to fulfil their physical, aesthetic, intellectual and social potential the school will:

- Show that cultural, linguistic, and religious diversity is appreciated and valued
- Make clear our position against the use of racist and sexist language or behaviour by any pupils, staff or visitors.

Assessment and Recording

The personal nature of PSHE education means that we do not formally assess pupils; however there are opportunities for pupils to reflect on their progress. It is inappropriate to assess pupil's values.

Teachers assess the children's work in PSHE by:

- Observing paired, group and class discussions during lessons
- marking children's work
- discussion with individual pupils

We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage. We record the pupil's achievements to parents at parent's consultations and on end of year reports.

Impact

Pupils at St Neot Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world

Resources

PSHE resources i.e. books, posters photocopiable worksheets are centrally held. Other whole school policies contribute to the personal, social and emotional development of pupils, in particular: Behaviour Policy, Anti -Bullying Policy, RSE Policy, Gifted and Talented Policy, Special Educational Needs Policy, Safeguarding and Child Protection Policy.

Reference: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

Associated Policy: Single Equality Scheme

Approved by: Full
Governing Board

Date: 24 September 2024

Last reviewed on: 24 September 2024

Next review due by: September 2026