

WELL GREEN PRIMARY SCHOOL, HALE

PSRHE

Personal, Social, Relationships and Health Education

(Including Relationships Education, Sex and Relationships Education (RSE) and Health Education, DfE 2019)

POLICY DOCUMENT



WELL GREEN PRIMARY SCHOOL

POLICY FOR PSRHE

Intentions of this Policy

This Policy provides a clear framework within which the aims of the school to implement the PSRHE curriculum are clearly set out.

This Policy must be considered in conjunction with other Well Green policies, including Behaviour, SEND, EYFS, Teaching and Learning and Sex Education.

Introduction

Our personal, social, relationships and health education (PSRHE) 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 Well Green, children's wellbeing, happiness and safety are our first priority, and PSRHE is the key vehicle through which we share this with children. We regard PSRHE 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 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.

The Relationships, Sex Education and Health Education (RSHE) aspects of Personal, Social, Health and Economic education (PSHE) are now compulsory within all schools. RSHE covers broad areas of particular relevance and concern to children and young people today - mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. These new statutory requirements do not extend to sex education at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science). Parents of Upper Key Stage 2 pupils will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education (see separate Sex Education Policy for further details relating to this).

Philosophy and Aims

At Well Green Primary School we believe in, and promote, the development of the 'whole child'. For this reason we recognise the importance of Personal, Social, Health Education and Citizenship. Our school motto is 'Learning, Caring, Growing Together' which our PSRHE scheme encapsulates. Our scheme for PSHE and Citizenship will:

- provide essential knowledge, skills and understanding;
- benefit children, schools and society;
- be flexible and offer a basis for continuity and progress.

The knowledge, skills and understanding to be taught, can be represented in the four interrelated sections:

- develop confidence and responsibility and making the most of their abilities;
- prepare our children to play an active role as citizens;
- help our children develop a healthy, safer lifestyle;
- develop good relationships respecting the differences between people.

At Well Green Primary School PSHE & Citizenship comprises of all our planned provision to promote children's personal and social development, including health and wellbeing.

Intent

It is our intention that the personal and social development of children will be enhanced by all aspects of our school, including the staff, children, learning experiences and environment that allows them to feel safe and for which they have some responsibility. Our key intentions are set out below, within three core areas of the PSRHE curriculum.

Health & Wellbeing

- Pupils know and understand what constitutes a healthy lifestyle.
- Pupils know how to maintain physical, mental and emotional health and wellbeing.
- Pupils are aware of safety issues, including how to respond in an emergency.
- Pupils know how to manage change, including puberty, transition and loss.

Relationships

- Pupils develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Pupils know how to recognise and manage emotions within a range of relationships.
- Pupils know how to recognise risky or negative relationships, including all forms of bullying and abuse, and how to ask for help.
- Pupils know how to respect equality and diversity in relationships.
- Pupils understand the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Living in the Wider World

- Pupils know the importance of responsible behaviours and actions.
- Pupils are responsible and independent members of the school, and wider community.
- Pupils are positive and active members of a democratic society.
- Pupils know about the importance of respecting and protecting the environment.
- Pupils develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Pupils develop good relationships with other members of the school and the wider community.

Children will also be taught to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach children about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused

Implementation

These key aims are embedded across our PSRHE lessons and the wider curriculum. We have a rigorous and well-organised PSHE curriculum that provides many purposeful opportunities for exploring the aims. This is supplemented by special themed days or weeks where pupils are given further opportunity to explore aspects of PSHE and experience a wider variety of activities. We also use assemblies to raise aspects of the PSHE curriculum.

We have designed bespoke schemes of work incorporating the various elements of the PSRHE curriculum including the new statutory guidance relating to Relationships and Sex Education. Schemes of work outline the year group expectations and lessons provide opportunities for pupils to reflect upon their learning. Sequences of lessons are carefully constructed to enable children to build on their prior learning and further develop their knowledge, skills and understanding. Up-to-date guidance is provided through our membership to the PSHE Association, and training courses attended by staff.

Our approach to teaching and learning supports the PSRHE curriculum by:

- Providing a welcoming environment, in which courtesy, kindness and respect are fostered between children, adults and adults and children.

- Providing positive role models, eg how we speak to children and expect them to speak to adults, tidy environment and neat work.
- Securing equality with regard to race, disability, gender, age, sexual orientation, religion/belief and socio-economic background.
- Providing a fair and disciplined environment, in line with the school's Behaviour policy.

At Well Green Primary School we will approach PSRHE & Citizenship in a very positive way and will use a range of strategies and approaches to develop PSRHE & Citizenship. Our work on PSRHE & Citizenship will reflect the values and ethos of our school. Collective worship will provide opportunities to enhance pupils' spiritual, moral, social and cultural development as well as the promotion of British Values.

Impact

Pupils:

- Are confident and responsible citizens, who know how to make the most of their abilities
- Are well prepared to play an active role as citizens in the wider world
- Are able to make informed choices in order to maintain a healthy and safe lifestyle
- Are able to form good relationships and respect the differences between people.
- Value their own achievements, and the achievements of others.
- Make the most of their own abilities.
- Are well prepared to deal with risk and meet the challenge of life now and in the future.
- Can identify their values and strive to live up to them in life.
- Relate positively to their neighbourhood and local communities;
- Achieve well because they are secure, motivated, confident and independent learners.
- Recognise and promote equal opportunities for all.

Teaching PSHE & Citizenship

A Kagan approach to teaching and learning across school means that all children are actively involved in lessons, all children's ideas are valued and all children have an equal part to play in lessons. This collaborative team approach to learning provides daily opportunities for the children to develop their social and co-operation skills whilst engaged in their learning.

PSHE and Citizenship cannot only be confined to specific timetabled time. A variety of forms of provision should be considered and used in combination at different times. There will be a combination of the following in creating our whole school approach for the provision of PSRHE and Citizenship:

- discrete curriculum time following our bespoke scheme of work, which incorporates the SEAL program and other elements;
- teaching PSRHE and Citizenship through and in other subjects/curriculum areas;
- through additional PSRHE and Citizenship activities and school events.
- through Assemblies
- embedded in all aspects of school life

The PSHE Curriculum

The scheme of work is organised into different themes to help ensure appropriate coverage within each of the following areas:

- Personal, social and emotional aspects
- Relationships
- Physical health and wellbeing
- Growth Mindset
- Rights and Responsibilities
- British Values

The subject overview for PSRHE and Year group class curriculum maps outline the coverage for each class during each half term. Year group medium term PSRHE planning provides further detail of the specific objectives, which will be covered each half term within each theme. Short term planning

provides further detail of the objectives that will be covered each week and the activities used to support this.

PSRHE lessons take place on a weekly basis in each class where the children are provided with opportunities to reflect upon and respond to objectives taught and themes covered. Children are encouraged to record their responses in their book most weeks. The children are given ownership of their PSRHE books, which are a personal record of their own reflections. For this reason, teachers do look at these books, but do not mark the children's work.

Provision for some aspects of PSRHE and Citizenship can be made through other subjects, including RE and Science. Some subjects in the curriculum have opportunities to make links with the Framework: Teaching and learning in all subjects can offer opportunities for promoting the school ethos and developing children's confidence and sense of responsibility by giving children the:

- chance to show what they are good at and what they like
- share their opinions with others
- learn new skills
- make the most of their abilities
- develop effective relationships
- respect the differences between people
- recognise how their behaviour affects others
- listen and work cooperatively
- reflect on their learning.

Extra-curricular clubs provide additional opportunities for the children to develop aspects of PSRHE.

The EYFS (Nursery and Reception) will use Development Matters to develop their PSRHE and Citizenship work with the children.

Through the area of PSE, the children will learn:

- emotional wellbeing
- to know who they are and where they fit in
- to feel good about themselves
- respect for others
- social competence
- a positive disposition to learn.

Through the area of Knowledge and Understanding of the World, children are encouraged to:

- make sense of the world
- become aware of, explore and question issues of differences in religion and culture.

Children will be provided with the foundations of spiritual and moral education by helping to foster values such as honesty, fairness and respect. Well-chosen stories and sensitive discussion of incidents that arise in school are used along with the school Behaviour Policy to help children distinguish right and wrong behaviour. In all aspects of the curriculum Foundation Stage children can be encouraged to explore ideas and feelings such as sharing, happiness, anger and sorrow. The social development of pupils is a central aim in the educating of our children at school. It is crucial to develop attitudes of cooperation, good social behaviour and self-discipline. Young children must learn to respect their own cultural background as well as those of others. Social and cultural development can be fostered through activities such as art, music, play and stories.

Much of the PSRHE and Citizenship has links with many other areas aimed at promoting pupils' spiritual, moral, social and cultural development:

- Collective worship and assemblies provide opportunities to enhance pupils' Social, Moral, Spiritual and Cultural development. It identifies, promotes and celebrates our school's values
- Involvement in wider school issues through the School Council
- Involvement of the children in setting down classroom rules using a Rights and Responsibilities approach
- Links with religious, charitable and voluntary groups and with fund raising activities encourage children to learn through real situations and promotes thinking and understanding others

- School visits and residential trips to widen their learning and provide 'real' opportunity for SMSC to be purposefully developed
- Special days, events or weeks in school to focus on specific aspects of the curriculum including PSHE and Citizenship (for example, Healy Week etc.)

A range of teaching strategies are needed to provide the breadth of effective learning opportunities in our PSRHE framework for all pupils (refer to the Teaching and Learning Policy for further details). These include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together, making decisions, taking responsibility and reflecting on their experiences. PSHE and Citizenship provide many different opportunities for visitors to come into school. The expertise specialist knowledge, up-to-date information and skills offered by visitors should complement those of the teacher and provide added value to work in our school.

PSE and mental health/wellbeing

We recognise that some children may find it harder to socialise well with others and to manage their emotions effectively. Additional support is provided for these children by a specialist TA who is a trained 'Mental Health First Aider' and other professionals who specialise in therapeutic interventions. A Graduated Approach is used (please see Appendix i) to determine who would benefit from such support. Class teachers, TAs and the SENDCO work together to identify specific children, establish individual targets and organise appropriate support.

Managing Difficult Questions

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional Special Educational Needs, in an objective manner, free from personal bias. Consideration will be given to the potential for small group or 1:1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion is set within the legal framework and pupils should be made aware of the law as it relates to these issues. Pupils are made aware that some information cannot be held as confidential, and understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support.

Parental Right to Withdraw

The whole of the PSRHE curriculum is statutory education and children cannot be withdrawn from these lessons. Sex Education is non-statutory (please see separate Policy for further details).

Equal Opportunities and Inclusion

PSHE and Citizenship works alongside RSE to contribute to the elimination of racism, sexism and all forms of unfair discrimination in society by leading our children to a greater understanding of the global community and promoting equality. We live in a multi-ethnic and multi-cultural society and PSRHE and Citizenship plus Religious Education have important roles to play in encouraging the development of pupils' understanding of people from a variety of backgrounds and life stances. They also provide opportunities for the promotion of British Values throughout school.

All pupils, regardless of gender, ethnicity, race, religion, sexual orientation and disability are entitled to the same broad and balanced curriculum within PSHE. We plan lessons carefully to ensure that all children's needs are catered for and that individual requirements are met. The Kagan approach to learning means that the children are often working in mixed ability groups which helps to provide support for less able learners.

Assessment Recording and Reporting

In PSRHE and Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding e.g. information on health, understanding of rules, understanding of health and safety procedures and the meaning of ideas e.g. fairness, democracy;

- How well children can use their knowledge and understanding in developing skills and attitudes e.g. through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the framework assist the assessment process. Assessment in PSRHE should not imply that children are failing as people or citizens, it should not be a judgement on the worth, personality or value of an individual or their family. This can be particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. Assessment offers children the chance to know they are progressing, direct their efforts in areas of need through target setting reflect on and feel confident about their progress, gain credit for participative action. It offers the teacher opportunity to feedback to children on their learning and plan future learning, know the effectiveness of teaching and learning, identify the standards of achievement of children, give feedback to parents about children's learning. Contributions to assessment can be made by children themselves through self-assessment and peer assessment, teachers through assessment and observation class work, projects and events, visitors or teaching assistants.

Monitoring of this Policy

This policy will be reviewed and amended every three years, and earlier if necessary. It must be considered in conjunction with other school policies. It has been presented to the full Governing Body.

Graduated Approach for Behaviour/Mental Wellbeing



