

**PSHE EDUCATION POLICY**

(Personal, Social, Health and Economic Education)

**This policy is supported by and complements the following policies:**

Anti-bullying Policy

British Values Policy

Behaviour Policy

Equality Opportunity Policy

E-safety Policy

EYFS Policy

Safeguarding Policy

RSE policy

**September 2022**

This policy outlines our approach to Personal, Social, Health and Economic Education (PSHE) in Irby Primary School.

It was produced through consultation with the pupils, parents, staff and Governors at Irby Primary School, which took place in the form of a range of questionnaires, interviews and meetings with pupils, parents, staff and Governors.

**The Importance of PSHE Education:**

Always focused upon what is best for the children, we have high expectations of all Irby Primary pupils which are reflected in our school motto and aims:

***‘Be Kind, Work Hard and Never Give Up’***

*We at Irby Primary School believe that* ***education is the key to a child’s future and is more than academic study. It involves learning about ourselves, feeling secure and growing in confidence whilst being aware of the needs of others.***

*We aim to provide a* ***friendly, caring atmosphere*** *where we can deliver the curriculum through* ***high quality teaching and a stimulating learning environment.*** *We plan to* ***encourage children to achieve the highest positive standards in all areas of school life and to respect and celebrate difference.***

*In* ***partnership with parents and carers*** *we aim to* ***develop the full potential, self-motivation and confidence of the children****. We seek to lead them to a* ***fuller understanding of the world in which they live so they can become responsible and active participants in society.***

In Irby Primary School, PSHE Education is a subject that involves a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives through developing the qualities and attributes required to thrive as individuals, family members and members of society. Learning takes place through six over-arching themes: Me and my Relationships (including Relationships and Sex Education), Valuing difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best and Growing and Changing (SCARF scheme of work, Appendix A).

**INTENT:**

* Provide a safe, positive and supportive learning environment in which pupils are confident to identify, discuss and address concepts and issues at an age appropriate level.
* Ensure that all sessions, including those on ‘risky’ behaviours, remain positive in tone by clarifying the consequences of a lifestyle choice in a supportive and positive way which will never involve attempts to shock or scare.
* Implement a structured programme of learning in RSE education as an integral part of PSHE education, which is enhanced by further opportunities for learning throughout the curriculum and school life.
* Encourage children to assume responsibility for their learning and become active participants in school life.
* Develop children who are confident, with positive self-esteem and self-worth.
* Provide children with the knowledge, understanding and skills necessary to lead a healthy lifestyle.
* Ensure children understand how to identify and maintain their own and others’ physical, mental and emotional health and well-being and how positive relationships can help support mental well-being.
* Support and develop children who can identify, understand and manage change, including puberty, transition and loss.
* Nurture pupils who exhibit the skills, character traits and attributes required to identify and maintain a variety of healthy, positive relationships both on and offline
* Develop pupil’s ability to recognise and manage emotions within a range of relationships.
* Provide children with the information and skills to be able identify negative relationships or behaviours, including all forms of bullying, abuse, bigotry and to be able to seek help and support.
* Ensure all pupils understand: what a relationship is; what friendship is; what family means and who the people are who can support them.
* Develop children that: take turns, treat each other with kindness, consideration and respect, understand the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.
* Develop children’s confidence and the knowledge needed to recognise and report abuse of any form, through focusing upon identifying personal boundaries and privacy.
* Nurture children who understand safety issues and undertake risk assessments in everyday life.
* Encourage pupils to learn, understand and respect the differences and similarities between people of different cultures, religions and nations.
* Nurture pupils who exhibit the skills and attributes required to identify and maintain a variety of healthy, positive relationships.
* Nurture pupils who are responsible and independent members of the school community and positive, active members of a democratic society.
* Ensure that children can identify, understand and promote children’s rights in order that they begin to promote and/or effect change locally, nationally and globally to ensure others’ rights.
* Provide children with the skills and experiences necessary to develop their readiness and suitability for employment in order to effect economic well-being in adult hood.
* Understand current environmental issues and contribute to changes in attitude and behaviour to help effect change.
* Ensure that all staff and Governors understand and fulfil their responsibilities regarding PSHE Education and are knowledgeable, confident and effective in their roles.

**IMPLEMENTATION:**

**Foundation 2:**  
PSED (Personal, Social and Emotional Development) is one of the three prime areas within the [Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) (EYFS). Each prime area is divided into early learning goals, for PSED these are:

**Self-Regulation**

Can:

□ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

□ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

□ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self**

Can:

□ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

□ Explain the reasons for rules, know right from wrong and try to behave accordingly

□ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships**

Can:

□ Work and play cooperatively and take turns with others

□ Form positive attachments to adults and friendships with peers □ Show sensitivity to their own and to others’ needs.

Children are supported in acquiring skills such as: co-operation (listening, taking turns), thinking of others (understanding the language of feelings), independence/organisation and working towards goals through the provision of a range of specific activities to develop the knowledge, skills and understanding required to meet the goals. This is achieved through focused teaching alongside learning in a continuous provision curriculum model and is rigorously assessed.

**KS1 and KS2:**

* Explicit teaching of key concepts and skills through a broad range of topics which can be developed, expanded and rehearsed according to the needs of the children.
* Ensure children understand ‘ground rules’ for each session including the concept of and frameworks for confidentiality.
* PSHE education is taught through a ‘spiral curriculum’ structured around core themes and skills which are regularly revisited.
* Teachers will deliver objective led, planned and structured sessions, which will focus upon one or two core skills or attributes.
* PSHE education sessions will be undertaken on a regular basis throughout the school year with dedicated time of at least 40 minutes per week.
* Sessions are planned with reference to the SCARF PSHE education scheme of work and other carefully selected materials.
* Children will be explicitly taught about relevant issues, how to manage such issues and given the skills and opportunity to make links with prior learning and other disciplines.
* Sessions will incorporate a range of activities, which will provide opportunities to develop the necessary knowledge, skills and understanding.
* All sessions contain some form of elicitation task(s) to help determine pupils’ prior knowledge and learning outcome activity.
* Children will have further opportunities, experiences and events in other areas of the curriculum and throughout school life in order to practise, embed and develop transferable knowledge and skills.
* Third party organisations or individuals will be engaged effectively when appropriate and at the discretion of the class teacher, subject lead and/or Headteacher to further enhance children’s experiences and development.
* Children are actively encouraged and supported to organise and participate in events, assemblies and clubs to further enhance their learning and provide opportunities to demonstrate their value, attributes and skills.
* All pupils have the opportunity to provide feedback or identify issues through participation in their learning, communication with staff, the School Council (through their class representative)
* Information relating to the focus, themes and objectives for PSHE education sessions in each Year group will be shared with the school community through publication on the school website.
* Pupils, parents, staff and Governors will be consulted in the creation and review of the RSE and PSHE Education Policy.
* Staff confidences and skills are regularly audited and support or training is provided in an appropriate timescale.

**IMPACT:**

**For children to:**

* Actively participate in school life and take responsibility for their learning in a safe and supportive learning environment.
* Respond positively to constructive feedback and self-reflection in order to effect self-improvement.
* Identify stereotyping and other negative or unhelpful ‘thinking traps’.
* Develop resilience through perseverance, self-motivation and the acquisition of a growth mindset.
* Recognise and manage peer influence and peer approval.
* Take increasing responsibility for effective self-organisation.
* Employ strategies when appropriate to seek help and support.
* Clarify personal values through regular re-evaluation of values and beliefs in the light of new learning, experiences and evidence.
* Confidently recall and apply knowledge creatively in new situations.
* Develop and maintain a healthy self-concept.
* Exhibit empathy and compassion which impacts their behavior.
* Value and respect diversity including others’ right to their own beliefs, values and opinions.
* Acquire and continue to develop the skills for employability (communication, collaboration, negotiation, leadership).
* Develop and begin to effectively employ enterprise skills and attributes.
* Identify, nurture and maintain a variety of positive and healthy relationships.
* Identify and manage both positive and negative risk to self and others.
* Confidently make well informed decision makers who assess the validity and reliability of information.
* Collaborate with adults to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
* Empowered to enjoy and exercise their rights and to promote the rights of others locally, nationally and internationally understanding that children’s rights are ‘unconditional’ and ‘universal’.
* Be taught and supported by staff that are knowledgeable, skilled and confident when delivering PSHE education which significantly and positively impacts the life of all pupils.

**Teaching Strategies:**

We believe that the most successful teaching requires a range of teaching strategies in order to address the interests and needs of individual learners. Staff carefully select appropriate strategies in order to reflect and support the ability of individual pupils. The strategies employed may change as a child progresses through the year and through school.

**Confidentiality:**

Due to the nature of PSHE education pupils’ learning may result in a child seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality and are bound by Irby Primary School’s Safeguarding Policies which clearly identifies procedures to be followed in the event of a disclosure from a pupil (reference Appendix B: Ground Rules for PSHE Education Sessions).

**Assessment and Record Keeping**

The class teacher is responsible for maintaining accurate and up to date assessment evidence for individual pupils. Assessment is used to inform teaching and learning. Assessment is an ongoing process, which can take many forms such as: questioning, marking of pupil’s work or observing a child’s interaction with their peers and adults. This information is used to identify a child’s knowledge, opinions understanding and skills specific to PSHE education and to inform the focus of future sessions or activities. Evidence of pupils’ learning is provided through teacher knowledge of the pupil, written tasks, photographs, video and observation of children’s behavior, attitude and relationships which is collated by the class teacher.

Staff use the learning objectives and assessment criteria from the SCARF PSHE Scheme of Work as a basis to assess progress, diagnose any gaps in skills and understanding or focus upon values and beliefs. Through assessment, children are set individual and/or group targets to achieve and these targets are differentiated according to need.

**Home/School Partnership**

We are committed to working closely in partnership with parents and carers as support from home is integral in ensuring that every pupil reaches their potential. We seek to involve parents in supporting their child’s progress, through effective home/school communication. Feedback to parents is provided regularly during termly Parents Meetings, a formal report at the end of the year and as appropriate informally during the school week through verbal communication or in writing. We will encourage discussion of topics at home through the publication of our PSHE overview which outlines topic areas and key objectives.

**Monitoring and Evaluation**

The standards of teaching and learning are regularly monitored and reviewed. The evidence gathered is used to form an action plan, which the PSHE education and RSE lead will subsequently implement. The PSHE education and RSE lead will audit staff knowledge, skills and confidences annually and provide for training and support as appropriate.

**Special Educational Needs and Disability (SEND)**

We recognise the right for all pupils to have access to Relationship Education (through PSHE education) and as appropriate Relationship and Sex Education learning which meets their needs and will ensure this takes place through carefully identifying an individual’s needs. Staff liaise closely with the SEND coordinator to address the needs of all children, including those identified as having special educational needs. Further support might then be provided through placement on the appropriate stage of the school’s special needs register as well as the development of achievable targets as identified on individual Personal Targets. Please reference the SEND Policy and the SEND section of the website for additional information.

Policy written by: N. McHale (PSHE Education Lead)

Adopted by Governing Body:

Policy to be renewed: Tri-annually from the date of adoption.

Appendices:

1. PSHE Longterm Plan (Overview)
2. Ground Rules for PSHE Education Sessions