



Spring Gardens Primary School



## **PERSONAL, SOCIAL & HEALTH EDUCATION POLICY** **(PSHE)**

**It is our mission to provide a happy, caring and secure environment in which the children can achieve their very best whilst enjoying an education of the highest possible standard.**

### **Introduction:**

This policy was completed in October 2017. Reviewed January 2021 and links to statutory RSE added.

The PSHE co-ordinator responsible for writing the policy is Annah Chambers.

The school has been participating in the Healthy School Programme since 1998 and have been awarded Healthy School status since. We were awarded our latest Healthy School Award in March 2020.

### **School Information:**

Spring Gardens currently has 368 pupils aged 4-11 years on roll (Reception to Year 6) and 44 part-time nursery children (aged 3-4 years). The catchment area is mixed and 54% of our pupils live in the 20% most deprived area nationally. FSM of 36%. Pupil premium children make up 41%.

The ethnic mix of the pupils is approximately 90% white British.

There are 78 children on the special needs register, including 4 children with an EHCP.

### **Consultation Process:**

The PSHCE policy was reviewed and updated in the light of essential criteria to meet the Healthy School Award standards, it was given to the governors for consultation and read in a school council meeting (9<sup>th</sup> October 2017) to check the children's views on the content. The policy was then updated and reviewed by the PSHE co-ordinator with the help of the Headteacher.

### **Policy Statement:**

This policy incorporates all aspects of PSHE including drugs and sex and relationships. There is an additional RSE (relationship, sex education) policy that was produced in 2020 and is awaiting parent/guardian consultation.

**Rationale:**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

(PSHE Association 2017)

All pupils, irrespective of gender, ability and ethnicity, will be encouraged to become contributing members of the school community, and recognise that each individual has something to offer the life of this school and that by following the school motto:

**Caring, Learning and Achieving**

They will develop academically, personally and socially in a mutually respectful and supportive climate.

The issues promoted in PSHE underpin the Spring Gardens' values framework in preparing children for life in the 21<sup>st</sup> century and reflect our mission statement and the school ethos

All children have an entitlement to a broad and balanced curriculum and PSHCE addresses issues across and beyond the confines of curricular subjects.

**Aims:**

The children will develop the following knowledge, skills and understanding through PSHCE:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

**Objectives:**

The children:

- Will develop a positive self image, becoming increasingly in touch with their emotions and being able to articulate their feelings calmly to others.
- Will be aware of their strengths and weaknesses and how to bring about change to achieve their personal best.
- Will be able to communicate effectively with others, adults and children, in the school setting.

- Will deal with new situations with confidence.
- Will understand how the democratic process can be used to bring about change initially through the work of the school council.
- Will understand the need for rules to organise our lives and to keep us safe and that breaking rules have consequences.
- Will develop a sense of right and wrong, what is fair play in the yard, the classroom and beyond.
- Will develop a sense of responsibility towards their learning, their environment, the people around them and the community in which they live.
- Will know how to keep themselves safe from harm presented by other people, situations and the environment and how to get help.
- Will know how to keep themselves healthy through diet and exercise and free from disease through basic personal hygiene.
- Will demonstrate tolerance and respect for living things around them, especially the feelings, religious beliefs, age and culture of people around them.

#### **Organisation and planning:**

PSHE is currently lead by Annah Chambers and Jordan May but is taught by all teachers at Spring Gardens.

Staff development in this area has included whole staff training sessions, web based resources and close links with Elaine Robson.

Throughout the year, as the children become more familiar with circle time techniques in their classroom and the school council becomes more proactive in their role, the children will become more forthright in expressing their views and opinions and staff can use this to inform future planning.

At times pupils needs manifest themselves unexpectedly but the programme is flexible and after consultation with phase leaders and the head teacher, staff can address issues and swiftly respond to them. Resources which relate to current events are also circulated via email from Annah Chambers to help aid discussion.

In class sessions or assemblies, staff are aware of differing home circumstances and are sensitive to pupil's feelings.

PSHCE is taught in different ways:

- As part of the designated PSHCE curriculum, including SEALS and guidance from The PSHE Association, and is mostly timetabled or is covered through cross-curricular links with other subjects RE, Science, Literacy and Creative Curriculum.

- Off-timetable experiences such as talks by visitors to school or themed special events
- Through assemblies and in class discussions e.g. Circle time and in-class reflection time.

Teaching methods and approaches used vary with the content of the session and age of the children.

In the Foundation stage and KS1 much of the work is through discussion or artwork, responding to stories or looking at pictures and through circle time. There is some role-play and children are encouraged to empathise with characters or situations. There is some formal recording where appropriate and relevant. EYFS recording in line with the Early Learning Goals.

In KS2 the emphasis is also on encouraging the children to articulate feelings and responses to given situations, encouraging them to think beyond themselves and put themselves in someone else's' position.

The topics covered reflect the age and maturity of the children dealing with the onset of puberty, global environmental issues, the work of charities and alcohol, drugs and tobacco.

#### **Resources:**

Most resources are kept within year groups or phases. Additional resources are kept in Class 9. PSHE is well resourced at present with resources for class use and also teacher reference materials. There is also opportunity to develop our RSE resources if and when necessary.

#### **Assessment and reporting on learning:**

Currently learning is assessed informally.

Teacher's make a general statement about the child's attitude to learning and their social awareness in the school reports sent home to parents at the end of each academic year. Any concerns regarding a child's wellbeing is reported to Mrs Royle or Mrs Campbell and parents are informed.

#### **Inclusion:**

In Spring Gardens the responsibility to provide a broad and balanced curriculum is understood. Effective learning opportunities are provided for all children as teachers modify and extend National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**Confidentiality:**

- Staff cannot offer or guarantee pupils unconditional confidentiality.
- If sexual abuse is suspected, teachers should follow child protection procedures, informing the head teacher.
- Outside speakers are welcome at Spring Gardens but staff must follow the guidelines detailed below to ensure a successful visit.

**Working with an outside provider for a PSHE focus:****Prior to meeting:**

- Will planned input from an outside provider add value to my PSHE programme and the pupils?
- Have I identified any commercial, financial, political or other interest which would conflict with the ethos of the school?
- Have I sought permission from the head teacher and informed phase leader and PSHE co-ordinator?
- Have I checked that the outside provider has police clearance?

**First Meeting:**

- Am I clear about the shared aims / purpose of the session?
- Have we agreed my role in the session?
- Is there an opportunity for joint working?
- Have relevant school policies been shared with the outside provider? e.g. SRE, Drug, Alcohol & Tobacco education or Child protection
- Is it appropriate to inform parents or carers?
- Have we agreed protocols with regard to confidentiality and disclosure?
- Have we agreed how this work will be prepared for and/or followed up?
- Have we devised an appropriate evaluation to the activity?

**MONITORING AND EVALUATION**

The implementation of the policy will be monitored by the PSHE co-ordinator and the head teacher.

This policy will be reviewed again in January 2023.