



# **Belswains Primary School**

## **PSHE Policy**

**Policy Reviewed by Governing Board**

**Autumn 2023**

**Reviewed by PSHE Co-ordinator September 2023**

**Next Review Date: Autumn 2026**

**DW Reviewed: 8 October 2023**

## Personal, Social, Health, Economic (PSHE) Policy

### Introduction

Whilst some aspects of PSHE education remain non-statutory, from September 2020 all primary schools are required to deliver 'Relationships Education'. The government have also committed to statutory Health Education, meaning the majority of personal, social, health and economic (PSHE) education is compulsory from 2020.

### Intent

It has been shown that: 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.' DFE 2012

At Belswains Primary School we believe that the teaching of PSHE contributes towards children becoming healthy, confident, independent, and responsible members of society. It enables children to play a positive role in contributing to the life of the school and the wider community, and in so doing helps to develop their sense of self-worth. PSHE teaches them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed when making decisions in the future.

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme as well as sensitively dealing with social issues that may arise during the school day. PSHE is most effective when it is supported by opportunities for personal, social, health and economic development, the wider curriculum, and the overall school culture. The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

### The Aims of PSHE

The aims of PSHE are to enable the children to:

- develop **spiritually, morally, socially, and culturally**.
- know and understand what constitutes a healthy lifestyle.
- be aware of safety issues, including the dangers of drugs and alcohol.
- understand what makes for good relationships with others.
- understand and manage their emotions.
- value themselves and respect others.
- acknowledge and appreciate difference and diversity.
- be independent and responsible members of the school and the local community.
- be positive and active members of a democratic society.
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- safeguard the environment.
- develop good relationships with other members of the school and the wider community.

### Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability, or aptitude. Teaching strategies will consider the ability, age, readiness, and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. Our PSHE programme recognises that young people will bring prior learning and real-life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. PSHE is a fundamental subject for our disadvantaged children. Research has shown that there is a strong link between pupil health, wellbeing, and attainment. By teaching children to stay safe and healthy, and by building self-esteem, resilience, and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged children.

## **Implementation**

Under the revised 2014 PSHE curriculum, there are three main core themes.

1. Health and Wellbeing (statutory from Sept 2020)
2. Relationships (statutory from Sept 2020)
3. Living in the Wider World

Relationships & Sex Education has its own policy document & reference should also be made to this for PSHE.

We provide PSHE through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, rehearses, and develops key skills through a thematic approach. Plans are based on the objectives and topics suggested by the PSHE Association.

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social, and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments, and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent, and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national, or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

The PSHE programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding that they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

PSHE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

### **Mental Health**

As part of the 'Health and Wellbeing' curriculum, and considering the new statutory Health Education guidelines, there has been a particular focus on the importance of teaching the children about their own and others' mental health. This has been especially key in recent years. Expected outcomes from this aspect of Health Education are outlined below. (Appendix A)

### **The Wider Community**

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme, and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit e.g., NSPCC.

Relationships with the wider community are encouraged through participation in events such as carol singing in the local area and visiting a local care home.

## Monitoring and Evaluation

The PSHE co-ordinator will regularly monitor the planning, teaching, and learning of PSHE and to ensure the coverage of the key themes at different levels. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers as appropriate. Work scrutiny and pupil/teacher voice will inform the development of the PSHE curriculum and the provision of resources to support learning. The scheme of work and policy will also be reviewed according to the review cycle. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

## Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

## Impact

### Assessment, Recording and Reporting

As with any learning, the assessment of pupils' personal, social, and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but can reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Teachers assess work in PSHE by making informal judgements as they observe pupils during lessons and through discussion.

## Values

The impact of PSHE at Belswains is reflected in all five core values within the school's mission statement.

- **PHYSICAL WELLBEING:** Children will know the importance of a healthy lifestyle, including the importance of physical activities, healthy eating, and healthy relationships. Children will learn to assess risks, to reduce the potential of harm to themselves or others. They will develop a strong self-esteem and a sense of purpose. Children will have positive body images. Children will understand the physical aspects involved in RSE at an age-appropriate level.
- **RESPECT:** Children will recognise and respect differences in race, religion, gender, ability, physical appearance, or disability. They will be taught to treat everybody the same, regardless of these differences. Children will have respect for themselves and each other. They will respect the property of others and their environment. Children will develop positive and healthy relationship with their peers, both now and in the future.
- **INSPIRE:** Teaching and learning will be stimulating, challenging, fun and enjoyable to inspire learning for all. Children will be encouraged to develop potential of whatever kind, through an enriched curriculum and by providing a range of experiences.
- **DETERMINATION:** Children will be encouraged to face different situations with feelings of ease, confidence, and belief in their own capabilities - showing determination to succeed whatever the challenge.
- **EXCELLENCE:** Every child will be supported to develop their independent learning, to achieve their full potential. We will recognise and celebrate each child's individual strengths.

## Links to other policies

Other school policies contribute to the personal, social, and emotional development of pupils:

- Promoting British Values (Appendix B)
- Relationship and Sex Education Policy (RSE) - See Policy
- Drug Education
- E-safety
- Child Protection
- Equality scheme
- Inclusion Policy
- Health and Safety

## **Appendix A – Mental Wellbeing Expectations**

By the end of their primary school education, pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether and what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to, if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Appendix B – Promoting British Values**

The definition of British Values was set out by the government in the 2011 'Prevent' Strategy and added to Ofsted inspection guidance in July 2014 " to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

At Belswains Primary School these values are regularly promoted through high quality teaching and whole school or class assemblies. The spiritual, moral, social, and cultural education which permeates through the schools' curriculum also promotes 'British Values'. This provision allows pupils to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

These values are promoted in school in the following way :

### **DEMOCRACY :**

The ability to communicate is the most important area of learning. We ensure that pupils are given a 'voice' to communicate. The method of using this 'voice' could be using words, objects, photographs, pictures, symbols, or body language. By valuing each 'voice' and by listening and responding to that 'voice', we demonstrate that we support democracy and liberty.

Pupils learn about democracy in society today, and the implications for individuals when it is not present. Weekly assemblies look at current news both locally and globally. The pupils practice democracy within school by electing members of the School Council and House Captains. Those elected children know that they represent many voices.

### **THE RULE OF LAW :**

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent environment within the school and beyond. Pupils are encouraged to follow the school rules and class rules. They are taught that rules are needed to keep them safe, and that there are consequences if rules are broken.

### **INDIVIDUAL LIBERTY:**

Pupils at Belswains Primary School are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible, whilst also feeling safe and supported. We encourage pupils to know, understand and exercise their rights and personal freedoms, and how to exercise these safely , for example through our E-safety, PSHE & Citizenship lessons. There is also a focus on their responsibilities to ensure that they are also respectful of the rights of others. Pupils are also taught to understand the importance of listening to each other and the right to disagree when discussing their viewpoints.

### **MUTUAL RESPECT:**

This is a core value at Belswains – 'We recognise and respect differences in race, religion, gender, ability, physical appearance, or disability. We treat everybody the same , regardless of these differences. We have respect for ourselves and each other. We respect the property of others and our environment.'

Belswains promotes the inclusion of each pupil, and to know their rights and responsibilities. The importance of listening to each other is taught – all children have learning partners to discuss topics and aid their learning. To encourage mutual respect in the wider community events and circumstances are planned to enable pupils to meet a range of people in a variety of situations which include sport events, community events and shared participation with other schools.

**TOLERANCE:**

At Belswains we serve a multi-faith community where each person is respected and valued equally without regard to ability, gender, faith, heritage, or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events, visits from and visits to different religious places and celebrations to broaden all pupils' experiences and awareness of others.

Our assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others, celebrations from a range of faiths and cultures, and world events.

Pupils are also encouraged to take part in local sporting activities which help to instil 'fair play' and engender a 'team spirit'.

The staff work closely with parents, carers, and other professionals to ensure that the pupils at Belswains Primary School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.