



PERSONAL, SOCIAL, HEALTH EDUCATION POLICY

Updated September 2021

As a Silver Rights Respecting School, we promote the rights of the child as laid down by UNICEF's Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion.
- This policy recognises the child's right to Article 24: All children have the right to health care, and Article 16: All children have the right to privacy.

UNCRC Article 28: All children have the right to an education.

Policies and practice in Whinfield Primary School respects children's dignity.

Introduction

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, SMSC (Spiritual, Moral, Social and Cultural), and encompasses our work within Citizenship, Sex and Relationships Education, Healthy Relationship Education and being a healthy school.

At Whinfield Primary School we teach PSHE to provide opportunities for all pupils to learn and achieve. Through PSHE we promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. This policy has been written in line with the National PSHE Association recommended scheme of work, guidance from the National Healthy School Programme 2005, Excellence and Enjoyment: Social and Emotional Aspects of Learning Guidance 2005, recommended Stonewall lessons, resources from NSPCC, The Equality Act 2010 and Statutory Guidance for Relationships Education.

Aims

The interdependent aims, values and ethos of Whinfield Primary School are supported by the provision of PSHE education. We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be active citizens
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others
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- make informed choices about dealing with risks and meeting challenges now and in the future.
 - decide on values by which they want to live their lives.

Our school curriculum and ethos will promote spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Teaching PHSE

At Whinfield Primary School we supplement the statutory Relationships Education Guidance, by following the Scheme of work recommended by the National PHSE Association. It is followed from Y1 - Y6, EYFS having their own early learning goals to achieve. SRE and some Relationships objectives will also be taught through the Lucinda and Godfrey Scheme (See SRE Policy)

The benefits of good PSHE teaching ensure that children:

- value their achievements;
 - deal with risk and meet the challenges of life now and in the future;
 - identify their values and strive to live up to them;
 - be effective and successful learners;
 - make and sustain friendships;
 - deal with and resolve conflict effectively and fairly;
 - solve problems with others or by themselves;
 - manage strong feelings such as frustration, anger and anxiety;
 - be able to promote calm and optimistic states that promote the achievement of goals;
 - recover from setbacks and persist in the face of difficulties;
 - work and play co-operatively;
 - compete fairly and win and lose with dignity and respect for competitors;
 - recognise and stand up for their rights and the rights of others;
 - understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.
 - have the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
 - have a sense of enjoyment and fascination in learning about themselves, others and the world around them
 - use of imagination and creativity in their learning
 - have a willingness to reflect on their experiences.
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 - have the use of imagination and creativity in their learning
 - have a willingness to reflect on their experiences.
 - have the ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
 - have an understanding of the consequences of their behaviour and actions
 - have an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
 - use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
 - have a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - have an acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The teaching of PSHE and Citizenship is not confined to a specific timetabled session/lesson as it is delivered in a variety of forms at different times:

- discrete curriculum time
- teaching PSHE through and in other subjects/curriculum areas.
- circle time and other techniques and strategies.
- assemblies.
- through PSHE school events.

PSHE links together ideas from different subject areas especially ICT and the teaching of online safety and cyberbullying. Guidance issued from the DfE for cyberbullying has been used to inform online safety policy and safeguarding. (see safeguarding and online safety policy for more details.)

DfE have also issued guidance for sexting which we have included in policy and planning and with school visits from the NSPCC and the use of their resources.

A combination of these is needed in a whole school approach.

Links with Other Curriculum Areas

- *English:* Skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics:* Aspects of financial capability; counting and sharing.
- *Science:* Drugs (including medicines); sex; health; safety and the environment.
- *Design & Technology:* Health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology.
- *ICT:* Communicating with others via e-mail; e-safety, cyberbullying, sexting finding information on the internet and checking its relevance.
- *History:* Use of sources; reasons for and results of historical events, situations, and changes; diversity within societies studied; significant people, events, ideas, and experiences of people from the past.
- *Geography:* Topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in various parts of the world, including less economically developed countries.
- *Art and Design:* Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from various times and cultures.
- *Music:* Making the most of abilities in playing or singing; issues of cultural diversity; their value and their expression.
- *Physical Education:* Teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports.
- *RE:* Religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

PSHE and Citizenship Activities and School Events

At Whinfield Primary School we provide our pupils with many opportunities to plan and work together and thus develop relationships under different circumstances. Such opportunities include visits, special days and weeks, charity and fund-raising events, links with the local community including career-related learning. Pupils can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinators and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

We believe that PSHE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is always the responsibility of the school.
- In class teaching situations, visitors will not be asked to work alone with pupils but will be supported by a member of staff.
- The school will know whether visitors are DBS checked, and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to SRE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Assessment

Assessment will follow the basis of a simple baseline assessment then a review of a previous group agreement or a new one agreed upon before the new topic for learning is introduced. After the teaching and learning on that particular topic has finished, children will be expected to show what they have learned through a simple summative assessment tool. The -I think/believe, I know, I can statements are a good example.

We will involve children in the evaluation and development of their PHSE in ways appropriate to their age. We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/LA.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for PHSE education.

The effectiveness of the PSHE programme will be evaluated by assessing children's learning and implementing change if required.

Whinfield will also continue to take part in Darlington's Healthy Lifestyle survey to monitor behaviours and attitudes.

Child Protection / Confidentiality

Teachers need to be aware that effective PHSE education may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist. This should be made clear to the children as part of their group agreement. (See safeguarding/Data Protection and Information Security policy)

This policy document will be available to Parents via our website or via requesting a paper copy from the school office.

Policy approved September 2021
