PSHCE Policy

Haslingden Primary School

Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- To provide a broad, balanced and enriched curriculum.
- To ensure all pupils have access to an appropriate curriculum.
- To inspire and motivate pupils to achieve their best in all that they do.
- To provide experiences that enable pupils to see opportunities beyond their surroundings.

Aims of this policy

The aim of this policy is to set out a clear statement of the intent of the PSHE curriculum, describe how it is implemented in detail, and state the impact that it has. The policy provides information for stakeholders and clear guidance for staff who implement it through their teaching. The policy aims to demonstrate how the PSHE curriculum is pertinent to the school community and the values of the school.

PSHE Curriculum Implementation

At Haslingden Primary School we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice and it is every staff member's responsibility to do this by being a role model and having high expectations of pupils.

Over the previous academic year we have adapted our PSHE curriculum so that it meets statutory requirements for Relationships and Health Education (see Relationships policy) and so that the rest of the curriculum is tailored to our school and the needs of the children. This is in accordance with the DfE statement of

' We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'

We want our children to be prepared for life, know how to be safe, be able to communicate effectively, have good behaviours for learning and be able to self regulate.

Through the programme of study, the children should have a good balance of these overarching concepts:

- Identity
- Relationships
- A healthy, balanced lifestyle,
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities, and consent
- Change and resilience
- Self regulation
- Behaviours for learning

At Haslingden Primary School we believe that PSHE plays a vital part of primary education and needs to be taught at least weekly; although there will also be opportunity to make cross curricular

links and these opportunities should not be missed. There are also occasions where staff may feel it necessary to teach PSHE as a result of an issue which has arisen in their own class.

PSHE should be taught by the class teacher, who needs to assess children's personal development and tailor the agreed curriculum to fit the cohort and the class.

PSHE is integral to the development of children's values in order for them to become positive citizens in a forever changing community.

PSHE is an important part of school assemblies where children's spiritual, moral, social, and cultural curiosity is stimulated, challenged and nurtured.

PSHE Curriculum Impact

Our work in PSHE seeks to prepare children for both secondary school and their future life. They leave the school equipped with both the knowledge and skills to deal with the challenges and opportunities of secondary school, but also with a deep understanding of themselves and how to relate with each other. Children need to understand their emotions and how to regulate them; the behaviours necessary to learn and the basic skills for keeping themselves and others safe. They have the specific knowledge, skills and confidence to deal with specific issues and to keep themselves and others safe. We want them to have the skills to navigate safely around the rapidly changing world of social media, technology and society.

Meta-cognition and attitudes and behaviour

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

- *cognition - the mental process involved in knowing, understanding, and learning;*
- *metacognition - often defined as 'learning to learn'; and*
- *motivation - willingness to engage our metacognitive and cognitive skills.*

How effective is it?

Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.

These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking

Education Endowment Foundation 2019,
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/metacognition-and-self-regulation/

(accessed 29th October 2019)

PSHE and Meta-cognition

Developing meta-cognitive skills are essential in PSHE to ultimately develop independent learners who can develop empathy, tolerance, regulation and understand and begin to acquire life skills to use in their adult life.

Pupils developing the skills of keeping themselves health and safe in their own learning through supportive teaching in PSHE should result in strong outcomes for themselves, the school and the community.

Explicit strategy instruction exposes children to a range of knowledge and skills that are unique to PSHE and allows children to develop knowledge from a discreet curriculum whilst making links with subjects such as PE, Science, RE, Computing, English and Maths.

Memorisation of knowledge and the application of this through guidance is essential in developing strong knowledge and skills.

Citizenship Education

Citizenship Education helps to enable children to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own rights and the rights of others, including their responsibilities as citizens in both the social and political world. Citizenship Education highlights issues such as the welfare of others, and enables children to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, supporting them in realising their capability of having an influence on the world. Citizenship Education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions.

Statutory requirements

PSHE and Citizenship education is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Content and delivery

What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and health education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, see the curriculum map for more details about what we teach in each year group. Parents consultation is currently underway at the implementation stage.

Planning

Staff can use the Programme of Study for PSHE from the PSHE association. The programme can be found on:

https://www.psheassociation.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201–5%29%2C%20Jan%202020_0.pdf

and the school T Drive along with resources so support lessons and learning.

Staff can also access Pol-Ed resources https://www.pol-ed.co.uk/schools/homes

Staff can also use the Zones of Regulation scheme of work and linked videos.

Twinkl is also used to complement the key elements with visuals and some scaffolding and worksheet activities.

There is no expectation that there will be a written or pictorial outcome of PSHE lessons.

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Responsibilities of PSHE leader

Responsibilities of PSHE lead include:

- policy writing and school improvement planning
- monitoring teaching and learning
- data collection and scrutiny
- support for staff teaching PSHE
- management of resources

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by the PSHE leader through:

- learning walks
- pupil voice
- PSHE work monitoring (in the collections taken from displays each half term)

Feedback and marking

During a PSHE session feedback would be given to the children as a whole class, small working groups and individuals. This is to inform children's thinking and to stop any misconceptions that may arise.

Assessment and Reporting

Teachers are asked to have a display board which shows the elements of PSHE they are working on each half term. At the end of the half term this is taken down and put into a folder as evidence.

Parents are informed of their child's progress and attainment on a yearly basis in the end of year report. The written report informs parents whether their child is working at, above or below agerelated expectations in PSHE. The class teacher also provides a grade for the pupils' effort and gives a written comment on what the pupil has achieved and needs to work on to improve further if necessary as part of the teacher comment. Teachers also rag rate personal development in a range of areas at 3 key points in the year – Autumn 1; Spring 2 and Summer 2. This record identify strengths and areas of development, which staff can then discuss with parents at the 2 parent carer meetings in Autumn and Spring term and comment on in the reports and in handover to the next teacher in the Summer term.

The PSHE lead collects these RAG ratings and analyses the areas, looking at any patterns or any specific issues for cohorts which may need further investigation and work in certain areas. The PSHE curriculum can then be adapted to meet these needs.

Special Educational Needs

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account the targets set for the children in their Individual Action Plans; EHCPs and any other professional advice.

Graduated Response

A graduated response is when a school puts effective support in place for children and young people with identified special educational needs. By doing this, barriers to learning can be removed.

The Graduated Response covers 4 areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

There are 3 stages of support for each of these areas, starting with Quality First Teaching and increasing to SEND Support or Statutory Support (EHCP) if needed.

At every stage within the graduated response, schools and colleges must involve children, young people and their parents/carers.

Safeguarding

As there may be sensitive issues raised in PSHE there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Child Protection Policy and be aware of who is the designated Child Protection person. If a disclosure is made or if staff need advice, they should consult with the designated person immediately. The statutory requirements can be found in Keeping children safe in education (publishing.service.gov.uk)

Parents must be consulted if there are any significant changes to the PSHE and Relationships curriculum; which will occur at the implementation stage.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis.

Dealing with Sensitive Questions

• Clear parameters about what is appropriate and inappropriate should be discussed whole class.

•Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of fact way.

•Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.

•Teachers should not be drawn into providing more information than is appropriate to the age of the child.

- Where possible scenarios are used to teach themes and objectives and children do not role play roles promoting negative behaviours.

Continuing Professional Development

Continuing professional development is a priority across all subjects, including PSHE. Senior leaders in school value staff development highly and invest in this, ensuring all staff are highly engaged.

Staff have been trained to understand and deliver the PSHE curriculum, with particular reference to the statutory Relationship and Health education element.

Training needs are identified quickly and addressed. Monitoring and evaluation of the subject, by subject leaders and school leaders enables the subject leaders to understand the developmental needs of staff and the next steps needed for the subject. All senior leaders and subject leaders stay abreast of current educational policy and thinking, and shape the subject according to this, the needs of the pupils and the local, national, and international climate.

Needs are identified from the RAG rating personal development assessments.

Monitoring and Evaluation of the policy

The policy is reviewed annually in the Summer Term by the subject leader and resubmitted to the link governor for approval. This is done in conjunction with the evaluation of the subject school improvement plan.

Links with United Nations Sustainable Development Goals

PSHE at this school links with the following Sustainable Development Goals (SDGs):

3) Good Health and Well Being – Ensure healthy lives and promote well-being for all at all ages.

Where possible children are active in lessons and ensures children are mobile during their learning.

4) Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

By using a mastery approach to many lessons, and timely interventions within lessons, this should enable children to keep up with their learning and receive appropriate levels of challenge.

5) Gender Equality – Achieve gender equality and empower all women and girls.

Data is tracked using Target Tracker to ensure there is no clear gap between males and females across the school.

Links with other policies

This policy links to the following policies and procedures:

- Relationship Policy
- Equality Policy
- Safeguarding Policy
- Child on child abuse Policy
- Online Safety Policy
- Behaviour Policy

- Anti – Bullying Policy
- Health and Safety Policy