



Our Core Values: Honesty, Loyalty, Caring, Sharing and Forgiveness

Personal Social Health Education Policy (PSHE)



Reviewed: January 2022

Next Review: January 2025

As part of our Vision - **Be well;** **Learn well;** **Live well;** Offwell! - wellbeing forms the foundations of good learning, which in turn, enables us to lead good lives. PSHE and Citizenship are central to the personal, social, moral, cultural and spiritual development of all pupils in our school.

At Offwell, we aim to help children develop self-worth, learn to recognise and express their emotions appropriately, become increasingly responsible for how they learn and live well with others. Pupils are taught to reflect on their experiences and understand how they are developing personally and socially; tackling many of the issues that are part of growing up.

Our children also discuss the main political and social institutions that affect our lives and learn about their responsibilities, rights and duties as individuals and members of communities. They are taught to understand and respect our common humanity; celebrate diversity and value differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Aims PSHE and Citizenship:

In the PSHE curriculum and Citizenship we aim to provide opportunities for pupils to:

- develop their personal, social and life skills;
- acquire knowledge and understanding of important issues that may affect their lives and the lives of others;
- reflect on their experiences and learn from them;
- develop their own attitudes and values;
- engage in active participation in the school and local community;
- understand basic principles of Citizenship issues;
- develop their skills of enquiry and communication.

Teaching and Learning:

Personal, social and health education is taught through discussion, debate and circle time, therefore, implementing effective personal, social and health education.

Lessons include activities which encourage a range of learning opportunities:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate e.g.: what will you do next time...?

Therefore, pupils are able to:

- Participate as individuals and as part of a group;
- Show respect for everyone's views;
- Take turns to talk and listen to everyone;
- Share ideas with the whole group;
- Reflect on their own and others' ideas.
- Consider how their beliefs and actions might change, based on their learning.

Our Programme of Study for PSHE education has three strands — health and wellbeing, relationships and living in the wider world, which link to our Vision and themed terms (See Appendix A).

Healthy Relationships

The Government guidance on Relationships and Sex Education for September 2019 means that the Health and Relationships aspects of PSHE is now compulsory in all schools. At Offwell, we have always valued and taught how to stay healthy and develop healthy relationships through planned lessons. The guidance sets out what children should know about relationships through the Primary phase, with additional lessons on puberty and conception, in part through the science curriculum, for children in Year 6. This forms part of Our Programme of Study for PSHE education. In developing a PSHE scheme of work at Offwell, we have taken objectives from the PSHE Association programme of study, as well as DfE guidance which can be found here

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Inclusion:

PSHE positively supports the school's policy for inclusion, promoting respect for others, with a focus on what unites us, regardless of any differences in e.g.: ability, gender, sexuality, ethnicity, culture or religion. PSHE provides opportunities for individuals and the whole group to consider who, how and why people are excluded, and what we can do to prevent this from happening, so that we can **live well** together.

Confidentiality:

Class Teachers teach PSHE. All Teachers and Teaching Assistants conduct PSHE lessons in a sensitive manner, with respect to each individual's sense of dignity and personal space. Children's questions are answered as honestly and fully as appropriate, but the use of a Question box (where children can put questions in their own time) can enable teachers to screen questions and answer any children's concerns personally, or raise a safeguarding issue, if necessary.

Safeguarding:

If a child makes reference to anything which gives cause for concern (e.g. a disclosure of possible abuse) then clearly such matters can not remain confidential. Staff will report such incidents as soon as possible to the Headteacher, and use the concern form to make a record of the details. Staff can also share with The Headteacher's Safeguarding Deputies: The Senior Teacher and Administrator (See Child Protection Policy and links below)

- **Guidance for safer working practice for those working with children and young people in education settings**
<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>
- **What to do if you are worried a child is being abused – a practitioners guide 2015**
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Visits, Visitors and the use of outside agencies:

At Offwell, we use several outside agencies to contribute to our PSHE programme. e.g. School Nurse, Fire-fighters, Police. These visitors have been made aware of the important position they hold themselves in as visitors to school. Preparation and planning of such visits is carefully undertaken in order to maximise the benefits of the visit. Visitors are made aware of the School's PSHE policy and expectations with regard to confidentiality. Visitors do not take sole responsibility for classes and class teachers or teaching assistants are always present.

The contribution of PSHE to other aspects of the curriculum:

PSHE involves all aspects of being alive in the world and is a key element of our Creative Curriculum. Therefore, all subjects contain some aspects of PSHE. Literacy, Physical Education, Information Technology and Science are the obvious ones, but all subjects require the ability to manage one's emotions and work with others.

PSHE provides rich opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

PSHE activities are planned as part of a broad and balanced Curriculum, but opportunities will arise for discussion which should be built on e.g: a world event.

Role of PSHE Coordinator:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities;
- lead policy development;
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum;
- provide appropriate support and training for staff;
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme;
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement;
- attend relevant LEA courses and network meetings;
- order and monitor resources.

Other Related Policies:

All the policies below overlap and contribute to PSHE and Citizenship in school.

- Changes and Relationships
- Mental Health Policy
- Equal Opportunities & Race equality
- Behaviour Policy

- Health and Safety
- SEN and Inclusion
- Anti-Bullying
- E-Safety
- Safeguarding / Child Protection

Resources:

These resources have been recommended as part of Government guidance and were checked as being appropriate at time of review. However, PSHE is an area where consultation with parents is essential, so it is sensible to provide examples of the resources we plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.

SEAL - www.standards.dfes.gov.uk/primary/publications/banda/seal (Social and Emotional Aspects of Learning)

PSHE - <https://www.pshe-association.org.uk> - subscribe for PSHE Programme for KS1 and 2, which links to latest guidance and includes Mental health and emotional wellbeing; PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and>

Safeguarding: NSPCC PANTS rule with film

<https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teachingresources/>

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Citizenship

Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

See also the Devon and Torbay Civic Award (to be adopted for Y6)

<https://www.torbayanddevoncivicaward.co.uk/join-us/>

Extremism and radicalisation

Practical advice and information for teachers, school leaders and parents on protecting children from extremism and radicalisation

www.educateagainsthate.com

Please check resources below for age suitability before using, under advice, with older children (Year 6):

Public Health England website with videos made by young people and resources Online and offline relationships and bullying, alcohol, smoking, stress, body image mainly KS3 but *some suitable for Y6*

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

Drugs and alcohol

Planning effective drug and alcohol education *mainly KS3* but *some references relevant to 11 yr olds*: Mentor-ADEPIS research and briefing papers with ideas for lessons <http://mentor-adepis.org/planning-effective-education/>

Sexual health and relationships: range of resources available at

<https://sexwise.fpa.org.uk/>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary

<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

PDF Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>