



Colvestone Primary School

Personal, Social and Health Education (PSHE) Policy

I. Policy statement

Colvestone Primary School is committed to creating an environment that is underpinned by our school values. The promotion of pupils' personal development is a fundamental aspect of education and underpins all other learning. We explicitly teach children how to demonstrate our values through breaking down each value into weekly lessons. PSHE helps to give pupils the knowledge, skills and understanding they need, to lead confident, healthy, independent lives, and to become informed, active, responsible citizens, (National Curriculum, 2000).

Through PSHE we promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It also helps to prepare pupils at the school for the opportunities, responsibilities and experiences of later life (Education Act 2002/Academies Act 2010)

We encourage children to play a positive role in contributing to the life of the school and the wider community, in doing so we help pupils to develop their sense of self-worth. Pupils are taught how society is organised and governed. We ensure that they experience the process of democracy in school through the Pupil Voice Council, where pupils are taught about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

2. Aims of the policy

PSHE and Citizenship at Colvestone aims to help pupils obtain the knowledge, skills and understanding they need, to lead confident, healthy, independent lives and to become informed, active, and responsible citizens (National Curriculum, 2000).

Throughout PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

PSHE education is guided by our school values:

Charity
Openness
Lifelong learning
Vote
Enriching
Safety
Tolerance
Origin
Neighbourly
Equality

We want our pupils to:

- Develop self-confidence and enhanced self-esteem.
- Become responsible citizens and be neighbourly.
- Become increasingly responsible for their own learning.
- Respect one another, their feelings, possessions, value their achievements and the achievements of others.
- Respect differences and diversities in people.
- Learn to tolerate and respect people from different races, cultures, religions and know about their heritage.
- Develop skills to deal with social and moral issues, including online behaviours.
- Know how to enjoy a healthier and safer lifestyle.
- Think about social and moral dilemmas that they may come across in everyday life, e.g. aggressive behaviour, questions of fairness, of right and wrong and simple environmental issues.
- Make real choices e.g. between healthy options in school meals, what to watch on television., what time to go to bed, what games to play or how to spend their pocket money sensibly.
- Know what kind of physical contact is acceptable or unacceptable.
- Decide on values by which they want to live their lives.

Creating a safe and positive learning environment

We will create a safe and supportive learning environment by having shared values amongst pupils and their families, staff and governors. At Colvestone, we celebrate successes of pupil and staff and provide a community in which all staff act as positive and caring role models for the children. This will help children feel confident enough to share their ideas, values, attitudes and promote positive feedback from others. A safe learning environment with clear boundaries also helps adults manage discussions on sensitive issues with greater confidence.

Curriculum Organisation and Delivery

Links are made with PSHE in other curriculum areas as appropriate e.g. Religious Education (R.E), Physical Education (P.E), science, geography and in topic planning. There are also links through curriculum enrichment activities and whole school events such as Anti-Bullying week, International Evening and enrichment activities. We will determine pupils' prior knowledge/starting points by discussing what they know already and highlight previous topics they have explored.

We allocate curriculum time to PSHE through set times on class timetables. All discrete teaching of PSHE should happen during these times. Pupils will be taught through a range of teaching methods including role play, scenarios, stories, video clips, visitors, partner and whole class discussions. Active learning methods are encouraged in order to engage the children fully. Evidence of PSHE will be recorded in Values books in a range of ways, which will include pictures, discussion notes and responses to questions. Class assemblies and circle time will be used as an opportunity to promote self-esteem; enhance relationships and communication skills, and may promote spiritual and moral development. Any explicit or difficult questions which are raised during these sessions may be answered at the time; but can also be addressed individually or as a group at a later time. The child may also be directed to other sources such as parents or a G.P. The elected members of the Pupil Voice Council are actively involved in promoting PSHE issues within the school.

To support our PSHE learning the school uses guidance from different organisations, including the following:

- PSHE Association
- Hackney Learning Trust
- NSPCC
- Anti-bullying Alliance
- Childline

Marking and Assessment

At Colvestone we are committed to making the curriculum as relevant to the pupil's needs as possible. To this end, assessments will be made through observation of children and their work and by talking to and discussion between pupils. Pupils work will be marked according to our marking policy.

Equality of Opportunity

PSHE includes the study of culture, ethnic diversity, physical differences and difference of experience. Pupils can gain understanding of and respect for other people and their values. Pupils should learn that questioning of assumptions, the rebuttal of stereotyping and an openness to change are valuable qualities. PSHE lends itself to study by pupils with a range of different abilities. Pupils can work on the same content at different rates and levels. Staff also follow the whole school equal opportunities policy, ensuring every pupil in school is offered rich and balanced opportunities.

Entitlement

Pupils should be given the opportunity to participate in PSHE lessons each week class teachers will record on weekly plans.

Confidentiality

As a general rule, a child's confidentiality will be maintained. Staff will need to follow the school's safeguarding procedures to report any concerns or disclosures using My Concern and informing the Safeguarding Lead in an emergency. The Designated Safeguarding Officer is currently,

Jennifer Hippolyte, Assistant Head teacher

Working with Parents

We aim for PSHE to complement the personal, social and health development of pupils provided in the home and the local community. A high priority is working with parents, this is a vital part of the whole school approach. Parents are encouraged to become involved in the life of the school. We encourage parent helpers in school and value parents' involvement

A letter, drafted by the subject leader and endorsed by the Executive Head teacher, will go out to all parents, to inform them when RHE will be taught in school. Parent engagement meetings will be

planned so parents will have the opportunity to view the materials used to deliver this unit of work, if they so desire. This will be supported by the Executive Head teacher.

Under the Children and Social Work Act 2017 the government committed to making Relationships Education statutory in all primary schools. Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Refer to the Relationships and Health Education (RHE) policy for specific key stage learning.

Monitoring and Review

The PSHE lead is responsible for monitoring the standards of children's work and the quality of teaching. The PSHE lead supports colleagues in their teaching by giving them information about current developments in the subject.

Related Policies

This policy should be read in conjunction with the following:

- Substance Misuse statement
- Relationships and Health Education Policy
- PSHE Framework
- Equal Opportunities
- Behaviour Policy
- Anti-bullying Policy
- Inclusion Policy
- Safeguarding Policy

Revised and updated by PSHE subject leader
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