



Together we learn, together we succeed

PSHE Policy

Approved by: Rusper Full Governing Board

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1. Statutory Requirements

Rusper Primary School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education and it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives.

- The subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.
- Personal, Social, Health and Economic Education (PSHE) and Citizenship should enable children to become healthy, independent and responsible members of society. As a school, we will use the statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.
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2. Aims and Objectives

- The aims of PSHE and citizenship are to enable the children to:
- know and understand what constitutes a healthy lifestyle; including physical and mental health;
- be aware of risks and safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school 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

- develop good relationships with other members of the school and the wider community

3. Intent

Personal, Social, Health, Relationship and Sex education lessons are those that support children to grow physically and emotionally. We want our children to understand their responsibility to keep themselves safe and to know how to do this. We want them to learn how to question their world and to make informed decisions for themselves. We want them to grow emotionally and physically in order to be ready for the next stage of their life.

PSHE and RSE lessons enable children to become respectful citizens in a diverse world. Exploring and understanding the different viewpoints and beliefs that exist around them, helps children to develop a supportive and inclusive approach to each other.

The children will develop their skills in relating to others and grow their understanding of team working. They will also develop their awareness of the part that they play in their local and global community; respecting and demonstrating how to live responsibly.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the subject leader pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents and carers are invited to raise questions about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy should be read in conjunction with the following policies and documents

- Relationships and Sex Education Policy
- Safeguarding & Child Protection Policy
- Safeguarding In The Curriculum Statement
- Positive Behaviour Policy
- Anti-Bullying Policy
- Science Policy
- Computing Policy
- Positive Health and Wellbeing Policy

5. Curriculum

Our PSHE curriculum content is based around a core knowledge framework – see Appendix 1 PSHE Curriculum Map. This content is the platform by which essential knowledge and skills are progressed - see PSHE /RSE Skills Progression. Thus we are able to fulfil the statutory requirements in the National Curriculum and the EYFS.

Our PSHE curriculum allows for content to be adapted according to pupil need. The needs of our pupil cohort are identified through ongoing monitoring of current family demographics, social emotional needs, trends in pupil behaviours in school and online and safeguarding related reports.

Any adaptations to planned curriculum coverage are considered early in the academic cycle as part of whole staff safeguarding training.

6. Implementation of PSHE

- At Rusper Primary, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities.
- PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:
 - There will be a weekly specific curriculum session, in order to develop themes and share ideas. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through class assembly time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
 - Much of the curriculum is delivered through oral and practical activities.
 - Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
 - We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves.
 - We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.
 - At playtimes and lunchtimes, opportunities exist for playing co-operatively using play equipment.
 - Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.
 - Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
 - Our Praise Class Assemblies celebrate personal achievement and rewards thoughtful, caring behaviour.
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- Early Years Foundation Stage
- Personal, Social and Emotional Education is one of the three Prime Areas and we teach PSHE and citizenship as an integral part of the topic work covered during the year through the Early Learning Goals (ELGs). All areas of learning are important and inter-connected, but the PSE area is vital for building their capacity to learn, form relationships and thrive.
- The EYFS Framework states that: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- It also splits the Prime Area into 3 strands:
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 - **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
 - **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow

the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
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- A child must achieve the age-related expectation in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.
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- PSHE curriculum planning
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- We teach PSHE in a variety of ways. We use key resources from the Islington PSHE Scheme and Education4Safeguarding website. Teachers also source planning links which will be relevant to current local, national or world events, current teaching themes or cohort specific needs.
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- Teachers follow the PSHE skills grid for each year group to ensure coverage of the curriculum.
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- We also develop PSHE and citizenship through activities and whole school events, for example Anti-Bullying Week, Creative Arts events, Sports Day etc.
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- Computing and Internet Safety
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- Our computing curriculum teaches pupils to be responsible online and educate them about the need to develop a positive and safe online profile.

Inclusion:

Inclusive practice in PSHE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

At Rusper, we ensure our PSHE planning includes adaptation where necessary to ensure that lessons can be accessed by all pupils and that there are opportunities to stretch pupils' learning available when required.

7. Impact

Children will leave Rusper Primary School equipped with a range of knowledge, skills and understanding to enable them to enjoy successful relationships and make safe choices in their secondary education and in later life.

The expected impact is that children will talk with confidence about:

- what constitutes a healthy lifestyle; including physical and mental health;
- risks and safety issues at home, outdoors, in school, online etc
- what makes for good relationships with others
- how we behave respectfully to others
- being independent and responsible members of the school community
- being positive and active members of a democratic society
- developing self-confidence and self-esteem
- making informed choices regarding personal and social issues
- developing good relationships with other members of the school and the wider community

Assessment and progress:

Progress in PSHE will be demonstrated through regularly reviewing and scrutinising children's learning, in accordance with our assessment policy, to ensure that progression of knowledge and skills is taking place.

This is achieved through:

- Teachers using on-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria
- Self and peer assessments of understanding, outcomes and progress.
- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how pupils perform in lessons
- Teachers and subject leader talking to children about what they know

Assessments will also be based upon pupil behaviours and conduct within the school community, with a specific focus on their relationships with peers and staff and their choices

Assessments made by teachers are used diagnostically by teachers to evaluate learning and inform teaching.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their developmental learning in all aspects of PSHE.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher and subject leader

The headteacher and subject leader are responsible for ensuring that PSHE is taught consistently across the school

8.3 Staff

Staff are responsible for:

- Delivering teaching of PSHE in accordance with this policy
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

8.4 Pupils

Pupils are expected to engage fully in PSHE, being respectful to all elements of diversity included in curriculum content; and also sensitive and respectful to the opinions and experiences of others.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from PSHE education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE. See RSE Policy.

10. Training

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar.

All staff receive updated safeguarding training on annual basis.

11. Monitoring arrangements

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

- Staff meetings
- Focused learning walks
- Pupil Conferences
- Reviewing pupils' development in PSHE monitored by class teachers as part of our internal assessment systems.

The Head teacher and PSHE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and PSHE Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Appendix 1 Rusper PSHE Curriculum Content Map

	EYFS (Just cycle 1) Y1 & Y2 (both cycles)		Y3 & Y4		Y5 & Y6	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Mental health and emotional wellbeing Healthy minds
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk Keeping safe - out and about FGM
Spring 1	Identity, society and equality Me and others	Careers, financial capability and economic wellbeing My money Lend With Care	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk ONLINE SAFETY	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Drug, alcohol and tobacco education Medicines and me	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Physical health and wellbeing What helps me choose?	Careers, financial capability and economic wellbeing Saving, spending, Budgeting Lend With Care	Drug, alcohol and tobacco education Different influences	Careers, financial capability and economic wellbeing Borrowing and earning Money Lend With Care

<p>Summer 2</p>	<p>Sex and relationship education EYFS Self Care & Families Y1/2 Family types Privacy Boys and girls, families</p>	<p>Sex and relationship education Y1/2 Family types Privacy Boys and girls, families</p>	<p>Sex and relationship education Growing up and changing Relationships within the family. Managing feelings</p>	<p>Sex and relationship education Growing up and changing Relationships within the family. Managing feelings</p>	<p>Sex and relationship education Healthy relationships / Puberty Y6 How a baby is made</p>	<p>Sex and relationship education Healthy relationships / Puberty Y6 How a baby is made</p>
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