

PSHE Policy

Northstead Community Primary School

'Be the best that we can be'

Review Date	September 2019
Reviewed By	Senior Leadership Team
Next Review	September 2022
Summary of changes	Addition of statutory guidance for relationships and health education from September 2020 Formation of the whole school programme of study Inclusion of Metacognition sessions to promote resilient learners

Legislation and schools' responsibilities

PSHE is a non-statutory subject, however all schools are expected to teach it. See further guidance at <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Programme of study for Citizenship is given as part of the curriculum, but again is non statutory .
Further details can be accessed at :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf

British Values guidance for school can be accessed at:

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
and
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Consultation

This policy has been created following guidance from North Yorkshire County Council and government guidance for the national curriculum. The policy was created by the PSHE leader in consultation with the Senior Leadership Team and school Governors, including parent Governors.

Parents and Carers will be able to access this policy and related documents via the school website. Individual year groups will also remind parents of PSHE themes and topics, through their curriculum letters and meetings. The policy will be reviewed every three years.

Related policies

This policy links to:

- Safeguarding & child protection policy
- Relationship and Health Policy
- Inclusion Policy
- Teaching and Learning

What is PSHE?

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 Spiritual, Moral, Social and Cultural development (S.M.S.C) and the promotion of British Values in our school.

What are British Values?

The DFE have recently reinforced the need **“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those different faiths and beliefs.”**

The government defined British values in the 2015 Prevent Strategy and this definition and expectation of schools to incorporate the values into everyday school life is supported by the present Prime Minister.

At Northstead these values are incorporated into all aspects of school life and are cross-curricular. British Values are reinforced in the following ways:

Democracy:

Democracy runs throughout all aspects of school. There are lots of opportunities for the children to have their voices heard through their house captains, class discussions and at the beginning of each academic year, the children are invited to revise the Code of Conduct (the set of rules that the children wish the school to be governed by). The house captains are representatives chosen by their classmates after an election process has taken place.

The Rule of Law:

As the children have been involved in the process of creating the Code of Conduct at the beginning of each academic year, they have a good understanding of school's high expectation of behaviour (this was reflected in the OFSTED's good judgement for behaviour in 2016). The children are taught the value and reasons behind laws including those that govern the country as well as the school. They learn that the laws protect us and that there are consequences when the laws are broken. Visitors from authorities such as the police, fire fighters and regular assemblies are within the school calendar to help reinforce this message.

Individual Liberty:

At Northstead we actively encourage children to make choices in a safe and supportive environment. Beginning in EYFS, the children are supported to make choices from what to

have for dinner to choosing what to play with. At Northstead we educate and provide support to the children to exercise their rights and personal freedom whilst teaching them the skills to do this safely e.g through E safety sessions, PSHE lessons, general ethos of developing self-esteem and having someone to talk to.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing the children's understanding of the world around them and their place in a culturally diverse society. Assemblies, PSHE and RE sessions are used to highlight and celebrate the differences of the world around us. These sessions are taught without biases and prejudices.

Aims and Purpose of PSHE

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils with the knowledge of how to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aim for PSHE education is to provide pupils with:

Accurate, balanced and relevant knowledge.

Opportunities to turn that knowledge into personal understanding.

Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.

The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

	Key Stage One
Respecting ourselves (Health and Wellbeing)	<p>Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities.</p> <p>Make choices about a wider range of aspects of their health and wellbeing, and be more confident in their understanding about what keeps them healthy.</p> <p>Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this.</p> <p>Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p>
Respecting others (Relationships)	<p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims.</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p> <p>Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p> <p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour.</p>
Respecting the community (Living in the wider world)	<p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p>
Vocabulary	Respect, environment, community, partnership, collaboration, choice,

	consequence, self-esteem, risk, hazard, bullying, behaviour, similarities and differences, discussions, rules, responsibility,
--	--

Lower Key Stage Two	
Respecting ourselves (Health and Wellbeing)	<p>Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges.</p> <p>Express simple ideas, with support, about how to develop healthy lifestyles</p> <p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p>
Respecting others (Relationships)	<p>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others.</p> <p>Identify, with support, some factors that affect how people think and feel.</p> <p>Identify different types of relationships and, with support, show ways to maintain good relationships.</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it.</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices.</p>
Respecting the community (Living in the wider world)	<p>Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money.</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>With support, research, discuss and debate topical issues, problems and events.</p> <p>Understand some basic facts about democracy and about some of the institutions that support it locally and nationally.</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society.</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>
Vocabulary	<p>Respect, environment, community, partnership, collaboration, choice, consequence, self-esteem, risk, hazard, bullying, behaviour, similarities and differences, discussions, rules, responsibility, discrimination, democracy, racism, sexism, ethnic, diversity, citizen, values, economic, stereotyping, anti-social, tolerance, plus vocabulary related to drugs</p>

	education.
--	------------

Upper Key Stage Two	
Respecting ourselves (Health and Wellbeing)	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges. Express their views confidently, and show how their views can develop in the light of listening to others.</p> <p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way.</p> <p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Identify and explain some factors that affect emotional health and wellbeing, and strategies for dealing with them.</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles.</p> <p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>
Respecting others (Relationships)	<p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships.</p> <p>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so.</p>
Respecting the community (Living in the wider world)	<p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Take a lead role in researching, discussing and debating topical issues, problems and events.</p> <p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices.</p> <p>Understand and describe what democracy is, institutions that support it locally and nationally and how it happens.</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society.</p> <p>Understand and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore and comment on how the media present information.</p>
Vocabulary	Respect, environment, community, partnership, collaboration, choice, consequence, self-esteem, risk, hazard, bullying, behaviour, similarities and differences,

	<i>discussions, rules, responsibility, discrimination, democracy, racism, sexism, ethnic, diversity, citizen, values, economic, stereotyping, anti-social, tolerance, plus vocabulary related to drugs and relationship education.</i>
--	--

Our School Aims and curriculum promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum content

From September 2019, the school will follow an updated agreed syllabus designed by the PSHE leader, Sarah Pateman, in conjunction with advice given by North Yorkshire. Each year group will work from an overview of objectives for the year, which also includes Relationship & Health and Drug education (see separate policy guidance). Further additions to the PSHE curriculum, include the introduction to Metacognition sessions to be taught in every year group. For the Year 2019-2020, this will still be in a trial period and will be assessed at the end of the academic year, as to its success.

Delivery of Curriculum

PSHE will mainly be taught through either proactive and discrete timetabled PSHE lessons or reactive sessions based on the needs of the class. Staff are free to decide when and how these sessions will be delivered but a range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class (some written work or artwork), 1:1, visitors e.g. Fire Brigade, Visitor Assembly etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities. Pupils from Year 1 to Year 6 who are experiencing emotional difficulties may be given additional Emotional Literacy Support sessions with our nurture team or SEMH.

There will also be opportunities during collective worship e.g. stories and discussion and Achievers' Assembly to further promote PSHE objectives beyond the taught curriculum. The whole school ethos promotes our work in PSHE and Citizenship, as is set out in our Aims & Values, Code of Conduct and home-school agreement.

The elected House Captains from each year group are actively involved in promoting PSHE and Citizenship issues, as are Year 6 Playleaders.

Parents & Carers right to withdraw

Although PSHE is not a statutory subject, many of its contents will become so in 2020. Other than Sex Education, parents can not withdraw from national curriculum subjects and so all children will access the PSHE curriculum.

Procedures for assessment, monitoring, evaluating and reviewing

The assessment of this subject is yet to be decided and finalised. For monitoring the

- PSHE leader will work closely with colleagues in related curriculum areas to ensure all aspects of the curriculum content are completed and this will be done through staff and pupil questionnaires and regular monitoring of classroom practise and planning documents
- Class teachers assess progress and understanding in this area through pupil discussions and responses in their written work. Brief records of pupils' understanding, and progress may be kept by teachers to form part of the records of overall progress in PSHE.
- Staff training needs will be reviewed annually and addressed

Confidentiality and Safeguarding issues

- Ground rules for all PSHE lessons will be expected.
- All staff will be trained in effective PSHE methodology
- Staff have an agreed procedure to manage the asking of an inappropriate question and when appropriate will contact parents to support discussion that would be better had at home.
- All staff are up to date with their child protection training