



Godley Primary Personal, Social, Health Education (PSHE) Guidance. Including (RSE)

At Godley we aim to create a happy and nurturing learning environment, through delivering excellence in all areas of school life.

This policy outlines our school's approach to the teaching of PSHE which includes the new statutory elements of 'Health and Relationships' Education as well as non-statutory RSE.

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and ECO Committee. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Intent

At Godley Primary, the wellbeing of our pupils is paramount to everything we do. Our PSHE curriculum, including the statutory teaching of health and relationships education, underpins all aspects of school life, where our children are provided with opportunities to acquire the skills and attributes to become healthy individuals mentally, physically and emotionally. We nurture our children's hopes and aspirations and support them to develop the knowledge needed to make informed decisions both now and, in their future lives. In order to achieve this, we enhance our curriculum with opportunities that enable our pupils to become caring, respectful citizens of the future.

Our objectives in the teaching of personal, social and health education are to enable the children to develop:

- The knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.
- An understanding of friendships and how to keep friendships positive and healthy.
- An understanding of their own values and identity and skills to resolve difficulties, including maintaining and respecting personal boundaries and safe touch.
- Knowledge and understanding of similarities and differences and encouraging ways to value and respect difference and diversity.
- Their understanding and gratitude for special people in their lives. Pupils will be aware of increasing responsibilities towards themselves, including the role they can play and the difference they can make within their communities.
- Their understanding of diversity of families and the characteristics of healthy, positive family relationships.
- Knowledge of how to stay healthy, both physically and mentally, maintain wellbeing and prevent illness.
- An understanding of how people grow and change from babies, through puberty to adulthood.

These meet the government's aim to support the children in being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing as set out in the 'Every Child Matters Agenda.'

Implementation

PSHE is an integral and fundamental part of our school curriculum and culture. It is therefore taught through cross-curricular links wherever possible. E.g. when teaching about health in Science we cover Drugs Education. Additionally, as there is a large overlap between the programme of study for religious education and the aims of PSHE we teach a considerable amount of PSHE through our religious education lessons and assemblies.

PSHE is embedded in all aspects of school life and is reflected in the ethos of the school, the nature of relationships with and between staff, the displays in each classroom and around school. Our close links with our families and community mean that it is also reflected in the outside environment of the school. When planning and teaching PSHE, the backgrounds of all pupils are considered and highly valued to ensure that topics are appropriately handled and that faith perspectives are thoughtfully considered. All teaching will reflect the law, including the relevant requirements of the Equality Act 2010. We offer children the opportunity to hear visiting speakers, such as the school nurse, police, and representatives from the local church and community, whom we invite into the school to talk about their role in creating a positive and supportive local community as well as an annual careers fair.

PSHE is taught every half term with a new focus. Our long-term plan maps the PSHE topics studied in each half term for every year group. The long-term plan is taken from the Discovery Education scheme. Teachers use the curriculum packs from Discovery Education to plan and implement each unit. Whilst following this scheme of work, teachers are required to be adaptable in their approaches and must be alert and responsive to individual needs and particular issues that arise. The subject leader reviews these plans on a regular basis. The individual needs of our pupils are at the forefront of all we do at Godley Primary Academy and therefore plans are continuously adapted to ensure these are addressed and prioritised. PSHE is taught in a way that stimulates curiosity and engages pupils in a variety of activities appropriate to their age, maturity, ability and previous experience.

We develop PSHE further through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. In Key Stage 2 we offer a residential visit to Robin Wood, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We also host a variety of charity events, anti-bullying week, trips where possible and an e-safety day.

SEND, Inclusion, Equality and Diversity

In line with the Equality Act 2010, we promote the needs and interests of all pupils, regardless of gender, sexual orientation, culture, faith, race, disability or personal circumstance by teaching our children to respect and celebrate difference and recognise the importance of equality. The delivery and approach to the teaching of PSHE is adapted and differentiated wherever needed in order to meet the needs of all children, including those with special educational needs. All children will be given a voice in which to express their thoughts and feelings, share their concerns or ask questions. Teaching will always consider ability, age, development, cultural background and those with English as an additional language to ensure that the provision is fully accessible to all of our children, providing equal opportunities. We are respectful of our pupils' unique starting points and ensure our planning and teaching reflect this in order to build on prior learning. We offer challenge to our more able pupils through questioning and expected outcomes, ensuring they are well practised in the skill of reflection. Whilst ensuring we promote and celebrate diversity through all aspects of school life, we will also use PSHE and HRE as a vehicle to address this.

Support for vulnerable or 'at risk' pupils

Vulnerable or 'at risk' pupils will be specifically considered within the planning and delivery of PSHE. All teachers will consider the needs of their individual pupils, ensuring they offer further one to one support where needed in a sensitive and confidential manner. Teachers know their pupils and families well and will use this to ensure they consider issues and topics, which may be particularly sensitive to individual pupils. The approach and delivery will then be adapted to ensure their needs are met and all pupils achieve the best possible outcomes. In addition to this, teachers will use behaviour records, parent conversations, discussions with link professionals and CPOMS (safeguarding records). Where safeguarding or wellbeing concerns are raised through the teaching of PSHE, all staff will follow the safeguarding procedures as outlined in the safeguarding policy.

How we teach PSHE across the curriculum:

PSHE is taught in all year groups through relevant topics. We make cross-curricular links to other subjects where possible:

- Science and PE - healthy lifestyles including eating, sleep, physical activity and hygiene, mental health and wellbeing, our bodies including naming the body parts and exploring safe touch, lifecycles, body changes
- Geography – caring for the locality - litter/pollution, road safety, current issues in the news
- RE - includes many aspects related to relationships, families, diversity, self-awareness and celebrating difference
- Computing – staying safe online, online relationships, screen time, mental health and wellbeing
- School Council – democracy, developing communication skills, cooperation, respecting the views of others, accountability and citizenship.

Visitors who are used to enhance our PSHE programme may include Parents/Carers, the School Nursing Service, the Emergency Services, health professionals and visiting theatre groups. All visitors are expected to work within the terms of this PSHE Policy and will be made aware of safeguarding procedures.

Foundation Stage

PSHE is placed at the heart of the Early Years curriculum. From the moment our children enter the reception classroom, they are provided with experiences that nurture them and help them to grow into respectful, kind and thoughtful individuals. In the early years, our children form the foundations of their understanding of relationships, families, boundaries, negotiation, resilience, emotions, well-being, health and self-care. 'Personal, social and emotional development' is one of the prime areas of learning within the Early Years curriculum and specifically aims to teach the children about 'self-regulation', 'managing self' and 'building relationships'. Adults promote further independence through developing their abilities to feed themselves, get dressed and undressed, communicate and manage their needs and basic hygiene, and know ways to keep themselves healthy and safe. When planning for the specific area 'People, Culture and Communities', teachers ensure that the children are taught to respect, value and celebrate differences amongst communities and traditions, and recognise that although many families are different, they are all centred around love. Children learn through whole class teaching, adult led activities and through purposeful play. Within their play and exploration, children are equipped with the skills to turn take, negotiate and express themselves effectively. They are encouraged to persevere and persist when faced with challenges and develop the skills and confidence to trial new ideas until they are successful in achieving their goals. They are taught to listen to and value the views and wishes of others whilst recognising the significance of sharing their own thoughts and ideas. Although PSHE is interweaved into all elements of the early years' experiences, PSHE is also taught as a discrete subject on a weekly basis, using the Discovery Education whole school themes and other age-appropriate, high-quality resources which address specific needs.

PSHCE and Inclusion

At our school we teach PSHCE to all children, whatever their gender, cultural background, race or ability. PSHCE forms a part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide effective learning opportunities by: setting challenging learning objectives; adapting teaching styles; deploying support and responding to each child's individual needs. Assessment against expected outcomes and key success criteria allows us to consider each child's attainment and achievement levels.

Opportunities to promote PSHE, SMSC and British Values throughout the school

In addition to the explicitly taught programme, there are a number of activities that implicitly promote PSHE and Citizenship.

For example:

- Developing pupils' confidence and responsibility and making the most of their abilities e.g. positive rewards system, target setting and class responsibilities.
- Preparing to play an active role as citizens e.g. school council, developing class rules, eco committee.
- Developing a healthy, safer lifestyle e.g. walk to school week, play leaders, monitoring school meals and teaching playground games.
- Developing good relationships and respecting the differences between people e.g. celebrating different cultures, whole school celebration days and RE. Whole School Approaches many activities form part of our school routine that help promote children's self-awareness, self-esteem and confidence. These include:
 - Celebration assemblies, where awards are given and achievement recognised.
 - Displays of work that help to promote personal pride and celebrate achievements.
 - Taking part in class assemblies, concerts and school performances.
 - Assemblies though not all necessarily PSHE based, often encourages children to reflect, contemplate, share and appreciate the quality of relationship

The management of day-to-day incidents, which provide opportunities to raise awareness explore issues and generate more thought about future behaviour.

- Clubs, trips and school journeys, which foster independence and responsibility across the whole school community whilst supporting mental and physical health and well-being
- Competitions such as sporting tournaments that build on team work and support the development of resilience.
- Fund raising, local issues, recycling, which help to provide important links with the community and develop community involvement. Children can learn how to become helpfully involved in the life and concerns of their neighbourhood, preparing them to be active citizens.

Health and Relationships Education

Health and Relationships education is embedded within the PSHE curriculum and is a statutory requirement from the Department for Education as of September 2020. Through the teaching of Health and relationships Education, we aim for our pupils to make safe and informed decisions both now and in their future lives. The statutory elements of Health & Relationships Education are mapped against the Discovery scheme of work to ensure adequate coverage and progression.

As with all aspects of school life, we ensure that the teaching of Health and Relationships education is fully inclusive and meets the needs of all pupils, including those with special educational needs and disabilities. Where necessary, teaching and learning is adapted and differentiated to address this. The intended outcomes of our programme are that pupils will:

- Know how to access appropriate support safely both in school and in the wider world for themselves and others when needed.
- Know and understand what a relationship is, what friendship is, what family means and who can support them.
- Understand that they have a right to behave appropriately and respectfully online and know how to keep themselves safe.

- Understand they have a responsibility regarding permission seeking and giving and the concept of personal privacy.
- Develop the skills of consideration, respect, honesty, courage, integrity and truthfulness.
- Develop the attributes of perseverance, generosity, humility, self-respect and self-worth.
- Know the difference between appropriate and inappropriate or unsafe physical and other contact.
- Have a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also assist them in recognising unhealthy or less positive relationships if or when they encounter them.
- Recognise that families of many different forms can provide a nurturing, loving environment for children.
- Understand ways to positively influence their own and others' emotional and mental well-being.
- Know that they have a right over their own body and understand how to seek support when needed.
- Make good decisions about their own health and wellbeing (both mentally and physically).
- Understand the benefits of daily exercise, good nutrition and sufficient sleep.
- Know and understand the normal range of emotions that everyone experiences. • Be aware of simple self-care teaching.

Sex Education/ Right to be excused

Current regulations and guidance from the Department for Education (DfE) state that parents do not have the right to withdraw their child from the teaching of 'Health and Relationships Education' or the Science curriculum. We are, of course happy to further discuss the curriculum and its content with parents and invite you to contact our school office regarding this. Parents will be notified when pupils are taught about 'the changing adolescent body' and the coverage of sex education. Health and relationships education is monitored and evaluated by the PSHE lead, in consultation with the senior leadership team. See section on 'Monitoring'. Confidentiality and Safeguarding Keeping children safe is at this heart of

Impact

Monitoring the PSHE subject leader, in regular consultation with the senior leadership team, is responsible for the overall monitoring of PSHE. The subject leader will continuously assess and review the effectiveness of teaching and learning within PSHE through:

- Lesson observations with feedback to teachers
- Looking at samples of pupils'
- Discussions with individual children (pupil voice)
- Evaluating visits/ enrichment activities

The specific needs of our pupils are continuously revised through liaison with the safeguarding lead and class teachers and analysis of the school health profile. This informs planning and the additional enrichment opportunities which are provided for the children. Pupil voice is also used to review and tailor our PSHE programme to match their specific needs and views where possible.

Recording Learning is recorded in a variety of ways. This includes:

- PSHE class book
- Displayed work
- Photographs
- Tweets Staff are expected to ensure that each PSHE lesson is evidenced using one or more of the above methods.

Assessment

As with all subjects at Godley Primary, there remain high expectations and standards regarding pupils' work in PSHE. 'Assessment for Learning' strategies are used throughout the series of lessons. Teachers will assess the children's work in PSHE by making informal judgements as they observe them during lessons. Varieties of methods are used in order to capture progress,

which include self-reflection and evaluation. Pupils are given regular feedback in relation to their progress and areas of development.

The coordination and planning of the PSHE curriculum are the responsibility of the subject lead, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PSHE and by providing a strategic lead and direction for this subject;
- gives the head teacher a school improvement plan in which s/he evaluates the successes and identifies areas for development in PSHE;
- Uses specially allocated time to review evidence of the children's work, display and to observe PSHE lessons across the school.
- The quality of teaching and learning in PSHE is monitored and evaluated by the principal as part of the school's agreed cycle of lesson observations.

Note:

This PSHE policy should be read in conjunction with the Health, Safety and Welfare Policy.