Northbrook Primary Academy



PSHE

Policy

Date of policy: September 2021

Review Date: September 2022

At Northbrook Primary Academy, our children’s happiness, well-being and achievements are at the heart of everything we do. We provide a nurturing environment for each child, where they feel safe and supported to achieve their full potential.

Our logo represents the nurture and opportunities for growth we provide for all of the children in our care. The compass and brook not only refer to our name, they also represent the educational journey each child will embark on from the moment they join us here at Northbrook.

At Northbrook we recognise that every child is unique and all our staff strive to ensure that every child is given the opportunity to work to the best of their ability. We endeavour to develop the whole child and prepare each one academically, emotionally and socially to live and succeed in an ever-changing world. We provide our children with a wide range of experiences to ensure every child can develop a love of learning, enjoy being in school and have a chance to shine. We aspire to ensure that our children leave us with the best possible foundations upon which they can build throughout their lives. We are incredibly proud of our children and want our children to feel proud of themselves.

We take pride in the family atmosphere that we have developed and value the partnerships we have with parents, carers and the local community. It is important to us all at Northbrook that parents feel part of our school as well and always feel welcome.

**Our values are at the HEART of our school**

**Happiness**

**Empathy**

**Aspiration**

**Respect**

**Teamwork**

**Aims:**

Our school’s overarching aims and objectives for our pupils are to:

* Develop pupils’ confidence, self-esteem and responsibilities and make the most of their abilities
* Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and the wider community
* Develop healthy safer lifestyles
* Develop good relationships and respect the differences between people
* Encourage a respect for democracy and British laws, instil a strong sense of what is right and wrong
* Promote British values as part of pupil’s SMSC development

These will be achieved through the curriculum, through contributing to school life and through community links.

**What values will underpin this policy?**

Our programme promotes the spiritual, moral, cultural, mental and physical development of pupils as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy independent lives and to become informed responsible citizens.

**What are the aims and objectives of our PSHE programme?**

**Our PSHE Curriculum is broad and balanced, ensuring that it:**

* promotes the spiritual, moral, cultural, mental and physical development of our children
* Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life
* Provides information about keeping healthy and safe, emotionally and physically
* Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

**We are using 1 decision which has been mapped to cover statutory requirements and allows children to explore various topics in a safe, educational environment.**

**How will we ensure the curriculum is relevant to our pupils?**

While promoting the values above, we will ensure that pupils are offered a balanced programme by

Using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

**What are our intended outcomes?**

The learning outcomes of our programme will be that pupils will:

**know and understand:**

* What constitutes a healthy lifestyle.
* How to maintain physical, mental and emotional health and wellbeing.
* Safety issues, including how to respond in an emergency.
* How to manage change, including puberty, transition and loss.
* Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
* How to recognise and manage emotions within a range of relationships.
* How to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
* How to respect equality and diversity in relationships.
* The importance of responsible behaviours and actions.
* About the importance of respecting the environment.
* About where money comes from, keeping it safe and the importance of managing it properly.

**Understand they have a responsibility to develop the skills of:**

* Gaining self-confidence and self-esteem and make informed choices regarding personal and social issues.
* Making good relationships with other members of the school and the wider community.
* Becoming positive and independent members of the school community.
* Becoming positive and active members of a democratic society.

**Implementation:**

**Creating a safe and supportive learning environment**

The school seeks to provide a safe, secure learning environment for RSE and PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

The school seeks to ensure members of staff are role models for positive interpersonal relationships.

Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support within school and with outside agencies.

**SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through an interactive, engaging curriculum with differentiated activities which will meet the needs of the children.

Teaching will consider the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access SRE and PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by respecting what is said in lesson time and taking part in discussions with sensitivity.

We will use SRE and PSHE as a vehicle to address diversity issues and to ensure equality for all.

**How will we ensure inclusion and differentiate learning?**

We will identify pupils’ different starting points by teacher assessment through discussion and questioning.

We will respect pupils’ unique starting points by providing learning that is appropriate to their needs.

We will ensure that pupils with special educational needs receive access to PSHE education through differentiated learning and support.

We will offer challenge to our more able pupils by higher level questioning and discussion.

**Assessment:**

We will assess pupils’ learning through monitoring individual journals and class floor books to establish their baseline and their endpoint to show individual progress.

This will be evidenced by pupil voice and what they have learnt in each of the topics covered in PSHE.