



# Northbrook Primary School Personal, Social, Health and Economy Education (PSHE) Policy

School Policy  
Date: December 2019

# Northbrook Primary School



## PSHE Policy

**This policy reflects the Mission statement of our school.**

## Our Mission Statement

At Northbrook Primary School, we aim to be a harmonious community offering equal opportunities for all to succeed, based on the highest expectations from and for all, in a safe and friendly environment.

## **NORTHBROOK PRIMARY SCHOOL PSHE POLICY DECEMBER 2019**

### **Purpose of policy**

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.

We define it as giving the children the skills and understanding to become healthy, secure, independent and responsible members of society.

We believe it is important because we want to ensure that the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, cultural, mental and physical development.

This policy has been produced by H.Hall through consultation with pupils, teachers and governors.

Parents and carers will be informed about the policy and will be available to parents and carers through the school website or by requesting a hard copy from the office.

### **Overall school aims and objectives**

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.

## **Creating a safe and supportive learning environment**

The school seeks to provide a safe, secure learning environment for HRE 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 take into account 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 HRE 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 HRE 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.

## **DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education**

We are required to teach relationships education as part of PSHE and this informs children how to embrace the challenges of creating a happy and successful adult life. It gives pupils knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### **What is the purpose of Relationships Education in our school?**

#### **School Vision for safe and effective Relationships Education**

We define Relationships Education as the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This links to our school ethos where pupils are being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning and throughout the children's journey at Northbrook Primary, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

We think it is important for our pupils and our school because drawing attention to relationships in a range of contexts from an early age enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

We view the partnership of home and school as vital to ensure that children are developing healthy relationships and questions that are raised are answered in a sensitive manner between both school and home.

Our school's overarching aims for our pupils are:

#### **Families and people who care for me**

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
  - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online. Being safe Pupils should know
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

### **Key Principles**

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and will allow potential for discussion on a one-to-one basis or in small groups.

Teachers will make judgement on what is appropriate and inappropriate in a whole-class setting, answering questions on a 1:1 basis or with parents present that are better not dealt with in front of a whole class.

Safe learning environment and group agreement are used to ensure that questions are answered in a sensitive and age appropriate manner.

Pupils will be able to raise questions anonymously by putting questions in an 'ask it basket' in each classroom and their questions will be answered by the class teacher.

Staff agreement on methods of delivery are by using 1 decision our programme of PSHE.

Use of visitors and external agencies may be used to teach some topics of PSHE.

Child protection, safeguarding and confidentiality are at our up most importance.



## **Timetabling PSHE education**

We allocate one hour curriculum time to PSHE education.

Our PSHE education takes place as 1 decision.

Our PSHE education provision is mapped and planned effectively to cover all statutory requirements and to meet the needs of the children at Northbrook school.

Our provision is further enriched by extra curricula activities, sports development, nurture groups, visits and visitors to school, assemblies and charity events.

## **Who will be responsible for teaching the programme?**

The programme will be led by H.Hall

It will be taught by class teachers

It will be supported by teaching assistants

The school will support members of staff delivering PSHE to access appropriate CPD by going on courses relevant to PSHE and 1 decision.

## **How will we assess this learning?**

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.

## **How will we involve and consult pupils?**

Pupils' needs and issues they are facing will be identified by questions asked, discussions and the work that they have completed in each topic covered.

Pupils' views of what is currently being taught will help to inform the curriculum by how we teach PSHE and what we need to teach in PSHE.

Pupils will have opportunities to review and reflect on their learning during lesson times.

## **How will pupils' questions be answered?**

We will enable pupils to raise anonymous questions by using an 'ask it basket' where they can put questions that they don't want to raise in class.

If pupils' questions are about something we can answer in school they will be answered by the class teacher.

If pupils' questions are about something where parents may need to be involved school will contact home to agree whether the question will be answered by parents or school staff or jointly.

If a safeguarding issue is raised by an anonymous question we will report this to the safeguarding officer who will deal with it accordingly.

### **What is our policy on confidentiality?**

During PSHE lessons we will ensure confidentiality we will create a group agreement and remind pupils of this at the start of every lesson.

The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

### **How will parents and carers be involved?**

We are committed to working with parents and carers. We will offer support by having an open door policy.

We will communicate with parents and carers by letters and meetings or through our website.

We will encourage discussion of topics at home by sending a curriculum overview of topics covered home or by accessing this on our website.

### **Other aspects of school life that contribute to PSHE education include**

Opportunities to take responsibilities include School Council, Prefect, Buddies, class assemblies, charity projects, out of school activities.

Opportunities to participate include drama productions, variety of clubs/teams, residential trips.

### **Responsibility for the implementation of this policy.**

Key PSHE Governor

Head teacher

PSHE Lead H.Hall

Teachers

Parents / carers

### **Policy will be reviewed...**

#### **Appendix**

Documents referenced

Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019), 1 Decision.

# Northbrook Primary School



## Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:  
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in December 2019

and will be reviewed again in December 2022

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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