

# **Personal and Social Health Education Policy**



**Policy was reviewed: Sept 2022**  
**Signed Governors: Julia Anderson**  
**Signed Headteacher: M Battersby**  
**Next Review Date: Sept 2025**

**ST SILAS CE PRIMARY SCHOOL  
PSHE POLICY**

**Loving God and each other  
We work together to be the best we can be**

**VISION**

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

**AIMS**

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To ensure that teaching and learning promotes equity, celebrates diversity and promotes community cohesion.
3. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.
4. To recognize, celebrate diversity within our community whilst promoting community cohesion.
5. To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
6. To ensure that learners and parents are fully involved in the provision made by the school.
7. To form positive working partnerships with all those responsible, including school nurses and other outside agencies, for the delivery of PSHE.
8. To encourage self-confidence, self-esteem and respect for others.

## **STATUTORY REQUIREMENTS**

St Silas complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education. (See separate RSE policy.)

## **STRATEGIES**

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents will be involved and consulted about the provision being offered by the School.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and ensures that equity underpins all their work. All will have equal access to facilities and teaching aids.
4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognized as a rich resource for teaching, learning and the curriculum.
5. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.

## **CURRICULUM DELIVERY OF PSHE**

The PSHE Association Programme Builders Scheme of Work question-based model forms the basis of all our planning. The scheme will be reviewed on a yearly basis by the subject leader.

## **DIFFICULT QUESTIONS AND SENSITIVE ISSUES**

PSHE lessons begin with a reminder of the class agreement. We will provide opportunities for children to talk honestly and openly, with the knowledge that there is no such thing as a silly question. Questions will be answered honestly within the constraints of the policy. See the RSE Policy for a list of topics we will not be answering questions on.

Sensitive questions - such as those relating to bereavement or an act or terrorism - will be dealt with in an age appropriate manner. If a child needs further support, the class teacher will make the Family Support Worker and the Headteacher aware.

## **TEACHING METHODS AND APPROACHES**

At St Silas' Primary School we recognise there are different teaching and learning styles which enable effective PSHE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, interpersonal skills, problem solving skills and leadership skills.

We will develop them with our pupils by:

1. Setting up a class agreement
2. Using active learning methods, such as stories, mind mapping/thought showers, quizzes and questionnaires
3. Standpoint taking
4. Individual/paired/group work
5. Role play
6. Discussion techniques, debates
7. Reporting back
8. Story boards, trigger drawings, situation cards, photographs and magazine articles, videos and films
9. Sharing lesson objectives with pupils
10. Using distancing and de-personalising techniques

## **TRAINING**

Staff are trained to deliver PSHE by the subject leader, through regular INSET and support. The subject leader has accessed training from a Lancashire consultant via the SIG.

## **MONITORING**

A selection of planning and children's work will be monitored half termly, with examples of good practice being copied for the subject leaders folder. Some classes use floor books and scrapbooks which will be collected periodically by the subject leader. Discussions with pupils will take place yearly.

A child's Learning Journal is personal to themselves and their class teacher. They will not be put out for a parent's evening or looked at in a scrutiny of work. If a disclosure is made in a journal, the class teacher will refer to the safeguarding procedures set out in the Safeguarding Policy.

## **SEND, INCLUSION, EQUALITY AND DIVERSITY**

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