



Name of Policy:

PSHE (Life Lessons) Policy

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What is PSHE?

PSHE stands for Physical, Social, Health and Economic Education. In the 21st century, it is a crucial curriculum to help all children grow into healthy, moral, understanding, aware and happy citizens of an ever changing and diverse community. Following pupil voice we refer to the subject as Life Lessons as the pupils felt this was a more relevant title for the lessons.

Within this curriculum are the statutory (compulsory) Relationships and Sex Education learning strands, which are outlined in the RSE policy for clarity. PSHE is a reactionary subject and we use circle time, hour-long, weekly sessions, assemblies, trips, visitors and wellbeing weeks (3x a year) to teach this curriculum in a meaningful way. We also are proud to reflect in a child-friendly and non-biased way, on the news and current affairs, weekly, to allow children the time to discuss their views and help them discover who they are, and what they believe in.

Our PSHE curriculum has direct links to our school ethos and values and this is that all children BELIEVE. They strive for Brilliance, Enthusiasm, to Learn more, to Inspire and seek inspiration from others, to treat people Equally, to have a Vision for themselves and to ensure that Every pupil in our school matters. We also have a strong commitment to encouraging British Values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty, however, we do not believe the word 'tolerant' is reflective of our school, so therefore we use 'understanding'.

What are the aims of the PSHE curriculum?

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as happy and healthy (mentally and physically) individuals within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. They will also learn to recognise and report harmful behaviours and harmful relationships.

What areas does the PSHE curriculum cover?

Our PSHE curriculum supports the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Know how to resolve situations
 - Have a sense of purpose
 - Value self and others
 - Form relationships
 - Make and act on informed decisions
 - Communicate effectively
 - Work with others
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- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Know how to keep their mind healthy
- Understand their role in society
- Understand consequences
- Set targets and manage expectations
- Understand their self as an individual
- Know their rights
- Understand key vocabulary of consent

How do we involve pupils in designing the curriculum?

Pupils are consulted on their own personal, social and citizenship development, either in individual classes or through the school council. They explore what sort of person they would like to be by the time they leave WFJS and what qualities, skills, attitudes and values are important to them as people. In addition to this, we run a Mood Box in every class- that is an avenue for the children to let the teacher know first thing every morning, if there are any issues or problems that the child wishes to talk to an adult about before the school day commences. It is operated on a traffic light system: Red card=Serious, Amber=Worried about something and Green= Everything ok. It is checked every morning by the TA/Teacher.

At Wallace Fields Junior School, the children's feedback was that PHSE as a name was confusing. After a pupil voice questionnaire, the whole school voted for a new name. The decided 'Life Lessons' suited it more, and so in school PHSE is referred to as Life Lessons.

How is PSHE organised in the school?

PSHE/Citizenship is timetabled weekly in each class. It is also taught through cross-curricular opportunities, for example Relationship and Sex Education (See the RSE Policy) and within science. We also have a circle time session once a week where children can decide the topic or it is led by the class teacher. In addition to this, the school provides enrichment activities to support the curriculum such as Healthy Eating Day, visits from dentists, etc., talks from the Water Board, theatre-style productions on Anti-Bullying and internet safety and talks from the NSPCC on child abuse for the whole school and attending the Junior Citizens event.

Our residential experiences make an important contribution to the pupils' personal, social, emotional and citizenship development. Furthermore, assemblies support the delivery of PSHE and Citizenship through planned themes such as respect, achievement and caring and sharing. Children are also recognised on a monthly basis for their efforts in adopting these values. If any children are identified as needing further support, for example with dealing with their emotions, speaking and listening and social skills, we run small, regular intervention groups to help the child talk through any issues in a calm and confidential setting. These are run by specifically trained adults within the school.



With the introduction of SMSC, the school will also recognise any issues within the classroom that are affecting children's behaviour and confidence within school. This will be addressed through role play and activities within lessons or assemblies to try and use discussion and empathy to move past any issues. Current affairs are also used in class assemblies to provide children with the chance to discuss what they have heard in the news. Children are encouraged to put forward opinions and develop their ideas based on other children's views and they reflect on the news in their PSHE books. This can influence PSHE lessons like the General Election allowed for a Mock Election in Year Six.

Where can I see the specific content of the school's PSHE programme?

Here at Wallace Fields Junior School, we teach a broad range of topics that come under the banner of PSHE. These include caring for our environment; identifying risk in given situations; stranger danger and stereotyping; respect for others; British law and how we also make rules; sun safety and people in our community. Relationships and Sex Education (statutory strands of PSHE) are outlined in the RSE policy.

How are parents to be involved?

The school believes that it is important to have the support of parents and the wider community for the PSHE curriculum. Parents are given the opportunity to find out about and discuss the school's programme through:

- Parent awareness sessions e.g. Relationships and Sex Education resource preview and discussions and e-safety meetings.
- RSE consultation period
- Parents' evenings
- Involvement in policy development
- Informed about curriculum changes and development
- Information leaflets/displays around school

Are visiting external contributors involved in the curriculum?

External Contributors from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE curriculum. Their input is carefully planned, discussed and monitored by the class teacher so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of curriculum.

How is PSHE taught and what materials are used?

A variety of teaching and learning strategies are used to deliver PSHE/Citizenship which take into account pupils' age, development, understanding and needs. Pupils work in a safe, secure climate in order to explore their own and others' attitudes, values and skills. Effective PSHE/Citizenship lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the
- consideration of sensitive issues to take place
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and using first-hand learning to achieve positive ends
- PSHE discussion rules (at the start of each lesson)

The school follows an adapted PSHE Association programme of study, but as PSHE is responsive, adapted and reactive to the needs and understanding of our school, we have a carefully planned PSHE curriculum map (See PSHE progression map), which outlines the content of our PSHE curriculum, which includes the statutory RSE strands. (To see the RSE strands separated, see the parent overview of the RSE curriculum).

The resources used though are from the PSHE association and the PSHE association approved resources from Twinkl Life.

How will the learning be monitored, evaluated and assessed?

The PSHE co-ordinator will monitor delivery of the curriculum through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

The children's learning is assessed through half termly Success Checkers, where children must demonstrate their understanding of certain topics. This allows teachers to see how much the children have understood about key concepts. The statutory elements outlined in the RSE policy, are pre-assessed using a multiple choice quiz, or a mind map, or a picture and then reassessed at the end to check progress and hold a second session if needed.

Links with other policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Relationships and Sex Education (the statutory strands of PSHE)
 - Drug and Alcohol Education
 - Teaching and Learning
 - Equal Opportunities
 - Child Protection
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- SMSC policy
- Faith and Philosophy curriculum policy (RE)

What training and support is available for staff?

All staff benefit from PSHE/Citizenship training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

How does the PSHE curriculum support Healthy Relationships and LGBTQ+ Content?

We promote the ethos of healthy relationships in order to ensure children are aware of when a relationship is toxic or unhealthy and that they know how to make and maintain healthy relationships with others. Healthy relationships include those of any gender. We are an LGBTQ+ inclusive school. LGBTQ+ content is covered in statutory guidance under positive relationships, different families, and British Values and law. (See RSE policy for more information). No family looks alike within our community and it is important that children are aware of LGBTQ+ communities within their own.

The words 'gay' and 'lesbian' are used by children, and children are ever more aware of same-sex relationships the older they grow. Even if your child is unaware currently, they will have friends, family members, teachers, book characters, films, pictures and celebrities who identify in different ways and we believe that understanding and support for this community is part of learning how to be a good, moral, open-minded, healthy adult in British society where this community is protected in British law. We cannot guarantee when these concepts may come up, as children regularly mention LGBTQ+ content as part of identity, families, and homophobia and has even cropped up in spelling rules lessons.

We have a culture of LGBTQ+ inclusion in our school and we are committed to not using 'heteronormative' language in school. For example, we will not say, 'mums and dads' we will say the 'adults that care for you at home', or 'your safe adults', or 'your parent or parents'. We also ensure our 'family lessons', on the statutory elements of PSHE (RSE), mention as many different family types to be inclusive of all situations.

Our sex education lessons in Year 6, mention only egg and sperm and we do not teach that only a 'female' and a 'male' can conceive, but that a female egg and a male sperm are needed.

What can I do if part of the curriculum does not fit my family beliefs?

We are happy to discuss the policy with you to make sure the lessons can be adapted in a way that does not impact on your viewpoint. We can do this by mentioning opposing views, and always teach in an open discussion manner. We do not teach with a political or agenda manner and must remain

impartial. We teach in a philosophical manner and do not tell children what they must or must not believe. We do teach Faith and Philosophy where children learn and discuss different religious beliefs, so it may be within this curriculum where we can adapt to suit certain views. However, we do teach UK law as part of citizenship and healthy relationships and cannot support beliefs that are intolerant or prejudicial.

