

Roman Road Primary School

PSHE Policy

UNDER CONSULTATION

At Roman Road, PSHE is more than a subject- it is a culture. We want our pupils to develop healthy positive behaviours that will support them through life. Our PSHE curriculum, which is part of our D.R.I.V.E.N. Creative Curriculum, encompasses our schools core values of Empathy, Resilience, Respect, Honesty, Integrity and Perseverance and British Values are also at the forefront. We are committed to safeguarding all children and our provision of PSHE supports this commitment.

This policy, and our PSHE Curriculum Progression Grid will be made available to all parents and carers on our school website.

Roman Road's PSHE Intent:

Before our children leave Roman Road, we want pupils to be equipped with a sound understanding of risk and give them the necessary knowledge and skills to make safe and informed decisions both now and in the future.

They will:

- *Be provided with a nurturing environment which supports children's wellbeing.
- *Be enabled to develop resilience.
- *Be encouraged to develop their character.
- *Be encouraged to make healthy relationships.

Implementation:

We teach PSHE in many ways: throughout our creative curriculum, assemblies, FROG behaviour strategy, Zones of Regulation, Eco and Fair Trade work, as well as discrete lessons in every class, every week. In fact, it is woven through every element of school life and makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and their understanding of British Values and School Values. Teachers plan using the PSHE Association guidance and this covers all of the statutory Relationships Education element of PSHE. This is enhanced further by our wider Green Flag, Fair Trade and Wellbeing work. Every class have a specific, well-chosen library of books which can be used as a 'hook' for PSHE lessons – themes are based upon the protected characteristics. Through well-chosen and inspiring visits and visitors, we lay the foundations set by the National Careers Strategy so that our children can understand their options for future careers and become excited about new opportunities. We want their future well-being to be improved through doing a job they are good at and enjoy! (See school website for PSHE Progression Grid).

We also model many elements of PSHE by the way we behave as a staff – we are a strong team... we support, know and work with each other well.

Impact:

By the end of Year 6, we seek to enable our children to:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in Relationships Education at an age appropriate level
- have respect for themselves and others.
- have positive self esteem

Safe and Effective practice:

Because PSHE education works within pupils' real-life experiences, lessons are taught in a sensitive manner respecting the needs of all pupils. Lessons are taught in a positive supportive and safe learning environment. PSHE lessons may lead to a disclosure from a pupil and if this is the case, staff follow our safeguarding/child protection policy informing the schools safeguarding lead. The school makes it clear to pupils and parents that the teachers cannot offer or guarantee absolute confidentiality. Any exceptional issues will be referred to under the child protection procedures.

Entitlement and Equal Opportunity:

All pupils are offered the same Relationships Education curriculum entitlement tailored to their individual need and stage of emotional development. It is our aim to offer all pupils the opportunity to develop their potential within an atmosphere which values each individual as unique and worthy of respect. We use an inclusive, whole school approach to ensure PSHE can be accessed in an age appropriate way throughout a child's school career. We ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of Relationships Education not within the national curriculum science programmes of study.

Intended Outcomes:

Children take an active part in their learning during PSHE lessons. They are given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also gain a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

We provide children with the opportunity to learn about healthy relationships, respect for themselves and where to seek help if needed. We aim to equip children with the knowledge and skills to make safe positive decisions through life.

Learning and Teaching:

The staff at Roman Road use a variety of teaching and learning styles to deliver a stimulating curriculum. This includes sharing ideas, working alongside peers and other year groups, research, working with people from outside of school, investigating and learning through Computing, Science and R.E. The principle aim is to develop children's knowledge, personal and social skills, empathy and understanding. Sometimes this will be achieved through whole class teaching, while at other times, children will be encouraged to work in groups. Some children may need extra support and may be asked to work in a nurture group to help them develop age appropriate personal and social skills.

Where possible, any new topic in PSHE education starts by determining pupils' prior knowledge. This also enables teachers to make more effective judgements about pupils' development and progression in learning. Pupils are helped to make connections between the learning they receive in their PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

When planning, teachers follow the PSHE Association programme of study as a basis. This scheme has also been enhanced, taking into account the needs of our children to create a bespoke curriculum (see Progression Plan). Staff also take into consideration the individual needs of the children in their classes and local data to tailor lessons more to the specific needs of the children. Three core themes are covered: Relationships: Living in the Wider World: Health and Wellbeing. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, while offering flexibility in terms of medium term planning.

PSHE is taught across the school every week. Our provision is further enriched by Fair Trade and Eco themed weeks, Mental Health themes, Anti-Bullying Week and visits and visitors. Some of these include dentist, pedestrian training, cycling proficiency, First Aid training, Relax Kids, Nurture groups and counselling sessions.

We will assess pupils' learning and progression through both teacher assessment and pupil-self and peer assessment. This will take the form of ipsative assessment. We will evidence pupils' learning and progression through a baseline assessment, assessment for learning and assessment of learning.

Miss Jeffries is PSHE Lead, under the guidance of Mrs Smith (Deputy Head Teacher) and is taught by class teachers. Teachers responsible for teaching PSHE receive training through staff development sessions and CPD training courses. When using external speakers to deliver aspects of our PSHE programme, we ensure that they follow this policy and follow our school's safeguarding protocols. The school ensures all visitor credentials are checked before they are able to participate in delivery of the curriculum. The class teacher ensures that the teaching delivered by the external expert fits with the planned curriculum and this policy. Before delivering the session, the class teacher knows the details of the expert's lesson plan and ensures that the content is age-appropriate and accessible for the pupils.

The class teacher is aware of the materials the expert intends to use and ensures they meet all pupils' needs, including those with SEND.

Teachers try to answer all questions during PSHE lessons to the best of their ability. They allow pupils to raise questions/ worries by having a 'talk it out' box' or 'worry monster' in their classrooms and the hall which is checked on a regular basis. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.

This policy supports/complements the following policies:

- Child Protection/Safeguarding
- Prevent and Radicalisation
- Anti-Bullying
- Relationships Education
- Online safety
- SEND
- First Aid
- Behaviour and Discipline

Learning in PSHE classes will link to/complement learning in Religious Education, ICT, Science and P.E.

Involving Parents and Carers:

We:

- inform parents about the school's PSHE policy and practice. Have a copy of this policy on the school website.
- answer any questions that parents may have about the PSHE education of their child
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for PSHE in the school

Although we believe that it is in the child's best interest to attend all PSHE lessons, it is the right of the parent or guardian to withdraw their child from Relationship Education lessons. Any part of the scheme which is covered by National Curriculum Science is compulsory by law and children will receive their education during normal science lessons. This element of Relationships Education can be found in the Science Progression Grid. If a parent or guardian does not wish their child to receive any further Relationships Education, then it is their responsibility to inform the school via the class teacher and the head teacher. During Year 5 and 6, a letter will be sent, informing parents that a puberty talk will be taking place. Those parents wishing to withdraw their child from those parts of Relationship Education that are not part of the NC Science Curriculum, should inform the school as above.

Monitoring and Review:

The PSHE Leader and Deputy Head Teacher are responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments, which will include a mixture of the following: pupil voice, monitoring portfolios, lesson observations, learning walks, work scrutiny, lesson planning scrutiny.

The PSHE Leader and Deputy Head Teacher will work regularly and consistently with the Headteacher and Governors, to evaluate the effectiveness of the subject and implement any changes.

This policy will be reviewed on an annual basis by the PSHE Leader, Deputy Head Teacher and Headteacher. The next scheduled review date for this policy is July 2023. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

UN Convention on the Rights of the Child.

The following articles are relevant in the teaching and learning of this subject.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

C Jeffries and E Smith July 2022

Reviewed: July 2022

Next Review: July 2023