Repton Primary School

Personal, Social, Health and Economics Education (PSHE) Policy

Date: September 2023

	Signed: Head Teacher:	Signed Chair of Governors
Date of Review:		
Date of next Review:		

Personal, Social, Health and Economics Policy (PSHE)

Introduction

At Repton Primary School we see Personal, Social and Health Education (PSHE) as central to everything we do. We believe in giving our pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. Through our curriculum, school environment and school ethos we promote pupils' self-esteem and emotional well being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others at home, at school, at work and in the community.

Aims

We aim

- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of later life.
- To help pupils recognise their own value, work well with others and become increasingly responsible for their own learning.
- To help pupils understand and have respect for the diverse population in which we live, having respect, compassion and empathy with others.
- For pupils to become increasingly aware of their own identity, risks, decision making and how to keep themselves safe.
- To support pupils to become active, responsible members of society and form positive relationships with others.
- To help pupils to understand the need to look after their health, including their mental health.
- To support pupils to recognise and manage their feelings and emotions.
- To help pupils to recognise the changes that happen to them as they up.
- To help pupils to recognise and challenge sterotypes and discrimation and to accept the lifestyle, beliefs and choices of others.
- To support pupils to learn how to keep themselves safe, including when using the internet and on-line games.
- To help pupils learn what constitutes a healthy relationship.

Our PSHE Curriculum

We use the Derbyshire Scheme "PSHE Matters". The learning is divided into 3 main themes:

- Health and Well-Being
- Relationships
- Living in the Wider World

Within these three main themes, the learning is further divided into 12 modules:

- Drug Education
- Exploring Emotions
- Being Healthy
- Growing Up
- Changes
- Bullying Matters
- Being Me
- Difference and Diversity
- Being Responsible
- Being Safe
- Relationships
- Money Matters

Each module has age appropriate learning and content for four key stages; EYFS, KS1, Lower KS2 and Upper KS2.

Our whole school plan is below:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Me / Difference and Diversity	Changes / Bullying Matters	Being Healthy / Drug Education	relationships / Being safe	Exploring Emotions / Growing Up	Money matters / Being Responsible
Year 1	Being Healthy	Difference and Diversity	Exploring Emotions	Relation-ships	Being Respon-sible	Bullying Matters
Year 2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 3	Being Healthy	Difference and Diversity	Exploring Emotions	Relation-ships	Being Responsible	Bullying Matters
Year 4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

Year 5	Being Healthy	Difference and Diversity	Exploring Emotions	Relation-ships	Being Responsible	Bullying Matters
Year 6	Drug Education	Being Me	Changes	Being Safe	Money Matters	Growing YUp

At Repton Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. PSHE will be provided through discreet curriculum time, assemblies, class discussions, circle time and as issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day, anti-bullying week and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a Prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Self-Regulation
- Managing Self
- Building Relationships

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. In addition to this, the children take part in discussions and learning activities around the twelve modules as set out above, incorporating aspects of the PSHE early years scheme of work..

Key Stage One and Two

Within Key Stage one and two PSHE lessons are more structured and follow the scheme of work that is in place. This follows the three core themes and the twelve learning

modules. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Teaching and Learning

We plan and teach a "spiral" curriculum ensuring that topics are revisited as our pupils grow and develop, and move up the school. The content is always age appropriate and enables pupils to build on their prior learning. This starts from our youngest pupils so the learning is embedded from an early age. More content is added and skills developed as the children grow and mature.

Before any new learning takes place, we ensure that we start from the level the children are at. This will involve providing them with simple pre-learning tasks which could be in the form of discussions, or as short activities.

Our PSHE sessions are delivered in a safe and supportive learning environment, but with the sensitive nature of some parts of the curriculum, our teachers will be aware that that this could possibly lead to safeguarding issues, such as disclosures from pupils. All staff in our school are trained to respond sensitively and professionally to any safeguarding concerns. We are also mindful that some issues discussed in our PSHE sessions can be very sensitive for some pupils and we have clear ways of supporting pupils who may be affected by any of our topics.

If a pupil is affected by any issues discussed during our PSHE sessions, they will be treated with understanding and sensitivity. The pupil will be given the opportunity to leave the room if necessary and will be supported by a member of staff. They will be given the opportunity to talk and will be listened to without judgement. The member of staff will then provide the most appropriate support for the pupil. All safeguarding procedures will be followed where necessary and support from a more senior member of staff or a Designated Safeguarding Lead (DSL) will be sought if needed.

It is essential that the topics are discussed in a non-threatening way and therefore, each class will establish ground rules when engaging in PSHE discussions. These ground rules include:

- We will not ask each other personal questions
- We have the right to "pass" if we do not wish to comment"
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.

We will also use distancing techniques to depersonalise the subject matter such as using a third person, story characters or role play to introduce or discuss certain issues.

When teaching PSHE at Repton Primary School, we will use a variety of teaching and learning styles. Some of these will include discussions, debates and interactive activities. The teachers will ensure that the lessons are taught in a safe space so that the children feel confident to air their views and ask questions. The teacher will therefore be equipped during these lessons to deal with any difficult questions. Any questions that the children do ask will treated sensitively and with respect and they will be answered honestly by the teacher.

During our PSHE sessions, we will encourage our pupils to reflect on their learning and we support them to transfer the skills they have learned to other areas of their lives, enabling them to make connections, identify risk, make positive decisions and keep themselves safe.

We will support our pupils to challenge stereotypes and prejudices and to value themselves and their own differences. We will also provide opportunities for our pupils to make decisions about their own lives.

Overall, the teachers at Repton Primary School will make it clear that everyone's contribution and thoughts are valued and our children will feel able to express themselves.

Inclusion

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the Equality policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy. Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular PSHE needs at times which we will support. It may also mean that they have difficulty accessing the PSHE curriculum. We will ensure that PSHE is accessible to all pupils through high quality teaching that is differentiated and

personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

Assessment

Our school has the same high standards of the quality of pupils learning in PSHE as in other curriculum areas. PSHE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils are also encouraged to reflect on their own learning, which will also be used as a tool to assess their understanding of the subject.

Pupils' existing knowledge needs to be the starting point for all PSHE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of PSHE

The elements of PSHE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum.

Role of the PSHE Leader

The PSHE leader will:

- Promote PSHE across the school.
- Assess training needs for staff members and facilitate the training by either booking in visitors or by delivering staff meetings.
- Introduce and organise the PSHE Curriculum, ensuring progression and coverage across the school.
- Audit and purchase relevant resources. These are stored in a central location in school to ensure all staff members have access to them.
- Plan assemblies and activities to promote PSHE including specific national initiatives such as anti-bullying week.
- Monitor the teaching and learning of PSHE by performing learning walks, conducting pupil interviews and looking at work.
- Keep up to date with the latest guidance.
- Keep the policy up to date.
- Engage with any new and useful CPD training.
- Attend PSHE cluster group subject leader meetings in the area.
- Report to the Headteacher and other stakeholders, including governors and parents.

This policy should be read in conjunction with other policies:

Sex and Relationships (SRE) Policy

Anti-bullying Policy

Safer internet Policy

Behaviour Policy

Child Protection and Safeguarding Policy

This policy will be reviewed on a biannual basis.

Review date……

Signed…… Chair of Governors

Date…….