



Shaftesbury
Primary School
Growing together

Policy title	:	PSHE Policy
Date approved	:	January 2023
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Introduction

At Shaftesbury, PSHE (Personal, Social, Health and Economic Education) includes the study of culture, ethnic diversity, physical differences and difference of experience. Through PSHE lessons, children can acquire understanding of and respect for other people and their values. This enables them to become healthy, independent, and responsible members of society.

We ensure that they experience the process of democracy in school through the Junior Leadership Team, where they learn about rights and responsibilities. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

They develop key insights into the 'Fundamental Principles' of British Values. A fundamental area that is currently being promoted is their personal wellbeing and mental health. In doing so we help develop their sense of self-worth. Awareness of these areas, as well as being mindful of the use of various technologies and staying safe online, is also covered. PSHE is a broad topic where children of all abilities are able to excel in verbally expressing their ideas and experiences. It is a vital subject where children's health and safety is prioritised and their understanding of the world is discussed, with any misconceptions clarified.

Aims and objectives

The aims of personal, social health and economic education are to enable the

children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand the importance of mental wellbeing;
- to understand links between physical and mental wellbeing;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, role-play, debates, and problem-solving activities. Children are able to raise awareness about many different events that happen globally. They work collectively to support a number of charities, including Children in Need, Macmillan Cancer Support, Comic Relief and much more. They take each one as an opportunity to help make this world a better place.

Children are also encouraged to learn as integral members of the school community, making decisions/sharing their opinions about school lunchtime menus, school events and after school clubs. We offer children the opportunity to hear visiting speakers from the community such as the fire brigade and police, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

At Shaftesbury, there are three key sectors in the PSHE curriculum which are covered throughout the academic year. These consist of Health & Wellbeing, Relationships and Living in the Wider World. The PSHE Curriculum map outlines the topics within these sectors that are to be taught within each half term, for example 'Keeping Healthy' is taught in Year 1 and Year 2 for the Autumn term. PSHE lessons alternate between discussion and group activity lessons where children are able to discuss the topic of question and are able to share how they feel towards a certain matter. Since June 2021, we have also embedded RSE into the PSHE curriculum where relevant.

Additionally, the class representatives i.e. the JLT's (members of the Junior Leadership Team) are primarily there for the purpose of setting an example, being role models and representing the 5C's – Care, Commitment, Courtesy, Co-operation and Consideration. They are there to support their peers and are able to use the appropriate method to share any concerns that may have risen in their classrooms so that adults are aware and can respond and deal with the issues.

Drug, Alcohol and Tobacco Education

Drug, alcohol and tobacco education is taught in key stage 2 as part of a well-planned programme, delivered in a supportive atmosphere, where we aim for all pupils to:

- make informed, healthy choices and appreciate the benefits of a healthy lifestyle now and in the future.
- understand the effects of drugs, alcohol and tobacco on the body.
- help pupils develop personal and social skills when making decisions and managing situations.
- cope with the pressure and influences that may lead to the misuse of drugs.
- explore their own and other people's attitudes to drugs, drug use and drug users, including challenging stereotypes.

Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the Nursery and Reception classes are a part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs including when we teach 'how to develop a child's knowledge and understanding of the world'.

Teaching PSHE to children with special educational needs

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom

organisation, teaching materials, teaching style, and variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE.

Assessment and recording

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out by the PSHE Association. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We record PSHE at least 3 times in books every half term.

We have recently introduced a new form of self-assessment for every child to complete at the end of each half term once they have completed a unit of work. Children review the targets by answering questions based on the unit they have studied that term. Depending on how well they can demonstrate their understanding in those areas, they will mark how confident they feel about each target and if they feel they have achieved it. Teachers can then reflect on areas where a child was less confident, or how they can put actions in place in order to help the children achieve that target.

Resources

Resources for PSHE are marked on the Medium-Term Plans. We also have additional resources in the library.

Monitoring and review

The PSHE subject leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the headteacher termly reports, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or an offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, at Shaftesbury we endeavor to educate our pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE.

At Shaftesbury Primary School we ensure our pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as pupils being sexually touched or assaulted, alongside pupils being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

If a child has been harmed, is in immediate danger or is at risk of harm, the DSL/DDSLs must be notified immediately, who will either make a referral to Newham Children's Social Care (MASH) or call the police.

For further information please refer to:

Shaftesbury Primary School

Managing Sexual Violence and Sexual Harassment between Children Policy (Peer on Peer abuse)

Summary of changes:

- Drug, Alcohol and Tobacco education has been included in the policy.
- Explicit references to Covid 19 have been removed.

Acronyms

PSHE – Personal, Social, Health and Economic Education

RSE – Relationship and Sex Education

JLT – Junior Leadership Team

SLT – Senior Leadership Team

ELG – Early Learning Goals

SEN – Special Educational Needs

IEP – Individual Education Plan

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

MASH – Multi Agency Safeguarding Hub