

Harewood Primary School

PSHE Policy

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P.S.H.E. Policy

What is the status of PSHE education?

The 2014 National Curriculum states that “All schools must make provision for personal, social, health and economic education (PSHE), drawing on good practice.”

Schools have a statutory responsibility to support pupil’s spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. (Education Act 2002)

The equality act places duties on schools not only to address prejudice-based bullying but also to prevent it happening and in doing so keep protected characteristic groups safe.

Schools also have duties in relation to promoting pupil wellbeing, safeguarding and community cohesion. (Children Act 2004)

Relationships and health education is to be compulsory in all Primary Schools in 2020. (DFE February 2019)

What are the Aims of the Subject?

A child’s mental health is of paramount importance. At Harewood Primary School the aim of our PSHE curriculum is to provide children with the understanding, ability and qualities to navigate their increasingly complex lives now and in the future. The PSHE curriculum is designed to remove barriers to learning so any child can achieve regardless of their background and personal circumstances. A significant number of Harewood Primary pupils experience difficult conditions during their childhood. We want all children to be happy, healthy and safe and our quality PSHE curriculum has the potential to turn their lives around thus enabling them to be the best they can be.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

How is the Subject Organised and Implemented within School?

To develop children’s understanding of PSHE and provide them with a foundation of life skills Harewood Primary School has adopted the PSHE Association’s programme of study.

Children’s learning is addressed via three core areas

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The learning objectives detailed within these core areas have been divided into weekly themes and are introduced via weekly year group assemblies and subsequently revisited in more detail with discrete weekly lessons of 40 minutes. Teachers also look for opportunities to reinforce these PSHE themes and corresponding learning objectives across the school day and through all curriculum subjects. Anti-bullying week and Black History Day provide an additional opportunity to reinforce key concepts.

Teaching & Learning Styles

PSHE themes are introduced to children in assemblies and lessons via stories, video clips, TV programmes and PowerPoints. Delivering lessons creatively yet meaningfully and sensitively is a priority for all teachers. Teachers ensure they are aware of and consider any pupils circumstances which may mean they need extra support to enable them to participate

in the lesson. Teachers ensure time is allocated for children to discuss and reflect on the issues raised and children are encouraged to ask any questions either during or after the lesson. These questions are then addressed to the whole class or an individual whichever is deemed appropriate. Children are briefed on the procedures to follow should they feel uncomfortable or anxious during or after the lesson. Should a teacher have any concerns about a child's safety or wellbeing they will immediately alert the Child Protection Officer.

Cross- Curricular Links

PSHE education should not be planned in isolation. It is most effective when links are made with other relevant subjects to ensure consistency and continuity for pupils. These include science, computing and physical education.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

The national curriculum for computing includes how to technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure pupils lead healthy and active lives.

When planning PSHE education staff take account of existing DFE guidance and school policies on Sex and Relationships Education, preventing and tackling bullying, safeguarding and equality.

ICT

Class teachers and the ICT team explore the opportunities offered by ICT to enhance teaching and learning, including interactive whiteboards.

Cross Phase Links

Staff work closely with colleagues across Early Years and Key Stages 1 and 2 to ensure there is continuity and progress.

Community Cohesion

Across the key stages visits are to be encouraged to enhance the teaching of topics and develop community cohesion.

Specialist Teaching

The class teacher may be supported by outside agencies such as the school nurse and Drugs Education Team.

Role of the teacher

Providing a secure environment in school and class is vitally important for children's development and an intrinsic part of PSHE. We want our children to be happy and confident in school and from the nursery stage they are encouraged to be increasingly independent and to take responsibility for the school environment.

We build on and extend the children's experiences to help them to make the choices which lead towards a healthy lifestyle. Teachers need to use positive reinforcement to provide a good role model for the development of personal relationships and self-esteem. They must also be very aware of individual differences and needs and be prepared to address these as opportunities arise throughout the day as well as in specific activities to increase children's self-esteem and knowledge.

Teaching Assistants

Teaching Assistants are used primarily to support children with Special Educational Needs to enable them to have equal access to the learning objectives of the lesson. They may work alongside the children to provide additional explanations or they may adapt activities to meet the particular special needs of an individual child. They work under the guidance of the class teacher and are part of the planning for the lessons. Higher level teaching assistants can plan, prepare, deliver and assess specified work under the supervision of a teacher.

Equal Opportunities

The P.S.H.E curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.

Health & Safety

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children. Field trips are well supervised. Staff should refer to the Educational Visits Guidelines.

Role of the Subject Leader

Please refer to the policy on the role of the Curriculum Leader.

Parental Involvement

As co-educators of children parents have an important role to play. They should be kept informed about the areas of study within P.S.H.E so that they can make the most of any opportunities to develop and further discuss concepts and issues introduced at school. Homework should support learning in school and the teacher needs to provide parents with enough information to enable them to be clear about the purpose of the activity and their role.

Role of the Governing Body

The Curriculum Working Party has the role of approving all curriculum policies.

Date the policy was reviewed: September 2019

Next review date: September 2021