



Learn, Laugh and Love

Personal Social Health Education (PSHE) Policy

Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

This policy is intended to state the school's approach to PSHE specifically and should be read in conjunction with the Growing & Changing (SRE) and Drug Education & Managing Drug Related Incidents policies.

This policy has been developed through a variety of consultation methods involving children, parents/carers, staff and governors. All views were taken into account when developing this policy. A reference copy is stored in the school office and is available on the school website. A full copy or summary will be made available to parents/carers, staff, governors and representatives of partner agencies upon request.

Staff (with governor support) with key responsibilities for PSHE

Member of staff	Specific responsibilities
. Catherine McMullen & Hollie Melling . Members of the Healthy Schools Team . *Designated CP staff	<input type="checkbox"/> Co-ordinating the PSHE education programme, ensuring a spiral curriculum <input type="checkbox"/> Establishing and maintaining links with external agencies <input type="checkbox"/> Accessing and co-ordinating training and support for staff <input type="checkbox"/> Liaising with link schools to ensure a smooth transition <input type="checkbox"/> Policy development and review, including consultation with staff, pupils, parents & carers and local agencies <input type="checkbox"/> Implementing the policy; monitoring and assessing its effectiveness in practice <input type="checkbox"/> Managing safeguarding & Child Protection issues*

Harehills is a larger than average Primary School, with over 700 children on roll from Nursery to Year 6. We aim to make school an experience that is stimulating and challenging for our children. We promote high standards and enable children to reach their potential. We provide equality of opportunity for all in school. We understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, ability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

Aims and values

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life

experiences and to feel confident and informed. We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme.

The aims of PSHE are to enable our children to:

- develop spiritually, morally, socially and culturally;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues, including the dangers of drugs and alcohol;
- understand what makes for good relationships with others;
- understand and manage their emotions;
- value themselves and respect others;
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school and the local 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;
- safeguard the environment
- develop good relationships with other members of the school and the wider community.

All of the above aims fit into the broader aims of Non-statutory PSHE within the national curriculum;

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthier, safer lifestyle
- Developing good relationships and respecting the differences between people

(Non-statutory Guidance for PSHE 2000)

Why is PSHE education provision important?

PSHE education makes a major contribution to schools' statutory responsibilities to promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education Strategic Partners Group (PSHE Association)

Links to guidance and documentation

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the education Act 2002 and the Academies Act 2010, A PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new national Curriculum." (Review of Personal, Social, Health and Economic education, March 2013).

How is PSHE taught?

Our PSHE programme is delivered using the 'You, Me & PSHE' scheme of work. We have used this comprehensive scheme of work as a basis for developing our own Harehills' bespoke scheme of work incorporating the 7 strands from the overarching scheme as well as additional units focusing on elements such as MindMate, Prevent and Alright Charlie (CSE).

Our PSHE programme enables learners to:

- develop confidence and responsibility, making the most of their abilities;
- develop a healthier, safer lifestyle;
- develop good relationships and respect differences between people.
- prepare to play an active role as citizens;

Teaching and Learning Style

At Harehills, we place great emphasis on active learning by encouraging the children to take part in discussions, investigations and problem-solving activities. Our children are enabled to take part in a range of practical activities that promote active citizenship, for example; charity fundraising (NSPCC, Breast Cancer Awareness and Red Nose Day), the planning of special events such as a special assembly or involvement in an activity to help other individuals or groups less fortunate than themselves (harvest collections for local food banks). Classes are organised to enable participation in discussions to resolve conflicts and class rules are discussed and agreed by all involved. We are a Restorative Practice school and Children are offered conflict resolution in the form of a restorative circle if there is a situation which requires this.

We offer our children the opportunity to hear visiting speakers, such as the police, fire brigade and Kidz Club whom we invite into school to talk about current affairs and support the children in developing their understanding of how they can make a positive contribution as a citizen of their local community.

Personal, Social and Health Education, Sex Education and Drug Education are part of a whole school approach. There is dedicated time each week (usually 1 hour per week) for PSHE lessons across school. In addition to quality first teaching in PSHE, strategies such as circle time and links to ethos statements explored in whole school assemblies may be used as part of the provision for high quality PSHE. PSHE is taught by class teachers. We also have a team of staff in school who have received additional training on teaching and facilitating learning in relation to more sensitive issues within PSHE and partner teaching is used across school to support colleagues who may have less experience/ feel less confident.

PSHE Curriculum Planning

Our PSHE curriculum overview provides a framework for planning all aspects of PSHE. This is a whole school approach which is embedded. Learning outcomes for PSHE are planned across 7 strands;

- Growing and Changing - Sex and Relationships Education (SRE)
- Drug, alcohol and tobacco education (DATE)
- Physical health and wellbeing
- Mental health and emotional wellbeing
- Keeping safe and managing risk
- Careers, financial capability & economic wellbeing
- Identity, society and equality

The Whole School Curriculum Overview (see Appendix 1) clearly outlines the topics which are covered.

*Please also see separate **Growing and Changing (SRE)** and **Drug Education** policies for more details on these specific areas of our PSHE provision.

How is PSHE taught?

Before beginning any PSHE lessons, teachers establish **Ground Rules** with their class to ensure a safe and comfortable teaching environment. In order to best engage all learners, the curriculum has been carefully considered to meet pupils' needs and enable them to develop confidence in talking, listening and thinking about issues surrounding the subject.

Ground Rules

Before beginning any PSHE lessons, teachers establish **Ground Rules** with their class to ensure a safe and comfortable teaching environment. Ground rules offer safety and security for children and teachers. A safe climate is ensured through the school rules and Circle Time rules which should be revised regularly. In addition to these rules it would be appropriate for the class teacher to develop a set of negotiated/agreed rules for lessons and discussions related to Sex and Relationship and Drug Education. For example:

- We will not gossip about the lesson but we will talk to someone we trust if we feel there's a need to get help. (Confidentiality)
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later
- To use science vocabulary and not language which might cause offence
- It's ok to say pass / not join in
- Not to use judging questions - respect opinions, situations & background

We use active and participatory teaching methods allowing for both small and large group discussion and time for the pupils to reflect on what they have learnt. Within all lessons, a 'question box' is used to enable pupils to ask confidential, anonymous questions, as well as to support the teaching staff in taking time to consider their answers to a question and to avoid being 'put on the spot'. Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. There are a number of options on how to respond to a question:

- Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
- Answer to an individual child following the lesson
- Refer the question to be answered at home

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school's child protection procedures.

Sensitive Issues

PSHE is a whole school concern and there is a consensus and continuity to its delivery. Staff are aware that views around PSHE related issues are varied. All those contributing to the delivery of PSHE must be careful to ensure that their own personal beliefs and attitudes do not influence teaching within this area. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, opinions but also respect others that may have different opinions to their own.

Safeguarding Information Sharing and child protection

We aim to respect and support a child's confidence, however if a member of staff contributing PSHE is concerned for the safety and welfare of a child, then they should follow the school's Child Protection Procedures.

Please refer to Safeguarding and Child Protection policy. For further information on safeguarding, please see in 'Working together to safeguard children' (February 2017) and 'Keeping Children Safe in Education: for schools and Colleges (September 2016).

Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment. Depersonalising discussion, puppets, using role play to 'act out' scenarios, appropriate videos/dvds and TV extracts, case studies with invented characters and visits to/from outside agencies can all help pupils discuss sensitive issues that develop their decision-making skills in a safe environment.

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality.

Before allowing a child to make a full disclosure, therefore, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

Parental involvement

We strive to work in partnership with parents and cares and aim to keep them informed and continually encourage consultation. We believe that the best PSHE can be achieved when school and home work together.

Equal opportunities and inclusion

Harehills primary School is committed to providing a curriculum that is underpinned with equal opportunities to educate the 'whole' child regardless of their ability, ethnicity, gender and social circumstances. We endeavour to ensure that all information disseminated through PSHE is accessible to all children. We aim to ensure that we abide by the following principles for inclusion when planning, delivering and assessing our PSHE curriculum and provision;

- **Setting suitable learning challenges**

High standards are expected for all children. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

- **Responding to children's diverse learning needs**

Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively.

- **Overcoming potential barriers to learning and assessment for individuals and groups of children**

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

Please also refer to the Equal Opportunities and Inclusion/SEND policy.

Working with Visitors and Outside Agencies

Please also refer to the school's policy on visitors in school leaflet, available at the school office

Before involving visitors in any aspect of Personal, Social and Health Education including Sex & Relationships Education and Drug Education, teachers should ensure that;

- The visitor understands the school's values and approach to the educational programme
- There is appropriate planning, preparatory and follow up work for the sessions
- The visitor understands the emotional, intellectual, cultural, social and ability level of the children involved
- The teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning
- The checklists (**Appendix 2a and 2b**) should be used with the visitor to ensure success.

How this work will be monitored and evaluated and influence future planning:

All visits and workshops conducted by outside agencies will be monitored and evaluated by the relevant staff in school. Views from staff and children will be taken into account when monitoring and evaluating any work undertaken.

Involving pupils in PSHE

Pupils' involvement in the development of the PSHE curriculum is intrinsic to an effective PSHE programme. In our school, we provide opportunities for this through:

- The bi-annual My Health My School (MHMS) survey
- Learning conversations
- Pupil questionnaires and feedback

Assessment in PSHE

- Is planned from the beginning and identified as part of the teaching and learning
- Involves discussions with pupils about learning objectives and outcomes
- Reflects the learning and achievements of all pupils, taking into account their range of learning styles and intelligences
- Measures what we value about PSHE and not just those aspects that are easy to measure
- Supports the way PSHE is delivered in the school

- Actively involves pupils as partners in the assessment process, giving opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Gives opportunities for pupils to collect evidence of their achievements that are linked to learning objectives and outcomes of the relevant activities.
- Is ongoing, diagnostic and informs future learning and teaching

The assessment process must promote children's self-esteem by valuing children's contributions and enabling children's voices to be heard.

Pupils are actively involved in effective assessments of their own learning. They will be involved in discussions about how their work is assessed, so that they know and can recognise their achievements. However, it is important to note that not all aspects of PSHE should be assessed e.g. in discussions, pupils may reflect on how issues reflect on their own family or relationships

Monitoring and Evaluation

Relevant staff members will monitor the delivery and provision for Drug Education through;

- Learning conversations
- Planning scrutinies
- Regular consultation with pupils, staff, parents/carers and Governors.

Relevant adaptations will be made in the light of monitoring and evaluation and in relation to new guidance as and when it becomes available.

Monitoring and review

This Policy will be reviewed annually in consultation with school staff, pupils, parents/carers and Governors. The policy is available to parents and the wider school community to view at any time.

Links to other policies

Related policies include;

- Relationships Policy
- Growing & Changing (SRE) policy
- Drug Education & Managing Drug Related Incidents policy
- Anti-bullying policy
- Safeguarding and Child Protection Policy
- Equal Opportunities
- SEND/ Inclusion
- ICT policy

The school has due regard to the following documents and guidance in the development of this policy;

- Creating a PSHE Education Policy for your School (2014)
- Working Together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, (February 2017)
- Keeping Children Safe in Education (September 2016)
- Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities (revised February 2013)
- Personal, Social, Health and Economic (PSHE) Education Survey Visits January 2012
- Statutory Framework for EYFS : areas of learning and development requirements - Personal, Social and Emotional Development - DfE 2012
- A Framework for Personal, Social and Health Education [PSHE] at Key stages 1& 2 DfE
- National Healthy Schools Programme Support Materials : PSHE (2009)
- Assessment, recording and reporting in PSHE, QCA Guidance 2005

This policy has been approved and adopted by the Governing Body.

Headteacher: Joanne Summerfield

Chair of Governors: Julia Shemilt

Staff representative: Catherine McMullen

Pupil representative: Aisha Hussian

Parent representative: Hena Begum

Date: July 2017

Appendices

The following documents are available from the SLT link for wellbeing & the PSHE Lead in school;

Appendix 1

- Whole School Curriculum Overview for PSHE

Appendix 2a & 2b

- Checklist PRIOR to visit
- Checklist DURING & AFTER visit

Appendix 3

Local Support & Useful websites list



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