

## ***Winwick Church of England Primary School***



## ***PSHE Policy***

*In God's love, aspire and achieve to be the best'*  
1 Corinthians 16:14 'Do everything in love.'

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## PSHE Policy

At Winwick C of E Primary School, we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education which we feel is vital to help promote pupils personal development which underpins our learning. Through our curriculum, our school environment and our school Christian ethos, we promote pupils' self-esteem and emotional and mental well-being and help them to form and maintain worthwhile and satisfying relationships, based on love and respect. At Winwick C.E, we believe that all members of the school community are children of God and should be treated with love, respect and care. We ensure that all members of the school community respect, tolerate and celebrate diversity by following the teachings of the Lord so that we can all aspire and achieve in God's love. This is driven by our core Christian Values of love, perseverance and respect. It is lived out in our mission statement through the love of god and our love of one another and how we respect all things and the world we live in. This policy is to be read alongside our RSE and Equality Policies.

### INTENT

At Winwick, we strive to ensure pupil voice is at the heart of our curriculum. Therefore each term all children complete questionnaires. Our aim is to ensure that there is 100% no bullying indicated on pupil questionnaires. In order to achieve this we teach every child in our school to grow and develop their love, perseverance and respect. Within a creative and challenging curriculum, we seek to develop a culture where children gain the confidence and self-respect to take responsibility for their own learning and work hard to achieve their full potential.

At Winwick, we are outward looking, working with the wider community to fully prepare our pupils for life in an increasingly culturally diverse society, whilst cherishing British and Christian Values. We want our school to provide an inspiring and enriching environment that is both safe and stimulating; a school that serves the needs of all our children, whatever their abilities. By fostering their curiosity, imagination, creativity and sense of self-worth, we aim to give all our children the inner resources to face the challenges of a **rapidly changing world**.

Each year new data is published about our local community. For example, obesity rates, tooth decay, or domestic violence incidents witnessed by children. When we receive this information we make adjustments to teaching and learning in PSHE to ensure the children in our community are fully equipped with the knowledge and skills they need to overcome these barriers.

Personal, social, health and economic education promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members, members of society and members of our Church community.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the School's Christian values of:

- Love
- Compassion
- Creativity

- Courage
- Forgiveness
- Friendship
- Generosity
- Hope
- Justice
- Humility
- Peace
- Respect
- Responsibility
- Perseverance
- Service
- Thankfulness
- Trust
- Truthfulness
- Wisdom

Winwick CE Primary School, defines PSHE education as ‘a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for life and work in modern Britain. PSHE education focuses on the development of skills and attributes through different contexts of knowledge and understanding. It has a wide-ranging body of knowledge relating to areas such as physical and mental health, relationships and sex, keeping safe on- and offline, economic wellbeing, enterprise and careers.

See the **RSE Policy**, **British Values Policy**, **RE Policy** and **Anti Bullying Policy** for further details of how we meet this responsibility.

## 2 IMPLEMENTATION

At Winwick, we are guided by the PSHE Association’s 10 Key Principles when planning, preparing and delivering PSHE lessons across the school.

### The PSHE Association – 10 key principles

- Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- Provide information which is realistic and relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide

a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

- Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

At moments when a child or young person needs to make and then act on a decision that could have serious implications for their safety, health or wellbeing, knowledge alone is not enough. Pupils may face a number of 'crunch moments', now or in the future: being offered drugs for the first time, being dared to run across a busy road. What factual knowledge will they need to be able to manage this 'crunch moment'? What skills and strategies will they need? What personal attributes or traits will they need? When thinking about PSHE education it can be helpful to think about three 'levels'. There are lessons that:

- Explicitly teach about an issue: the lessons that offer factual information.
- Explicitly teach how to manage an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue.
- Underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning.

PSHE is delivered by the class teacher/HLTA with the support of the PSHE leader as necessary. Each class has a timetabled slot of 30 to 60 minutes to deliver discrete PSHE and SRE lessons.

PSHE is incorporated into all lessons through our schools core values of Love, Perseverance and Respect and adheres to other policies. We also partake in several PSHE, Mental Health and Wellbeing theme days/weeks including: Diversity Day, Mindfulness and Mental Health week and a diversity (please see PSHE Long Term Plan for exact dates).

PSHE may be delivered using a multi-sensory approach by a teacher or TA for children who require extra support.

Children with additional needs are given access to a nurture room, when needed, where a key worker can track and monitor their progress and provide targeted support work tailored to individual needs.

### **Handling Sensitive and Controversial Issues**

Controversial and sensitive issues will need to be raised in PSHE. The aim of specific sessions may be to enable children and young people to address issues such as sex education, religion and politics directly and develop the skills of reasoned argument. Whilst we are required to cover these subjects by law, Parents do not have the right to withdraw their child(ren) from Sex and Relationships Education (RSE) (this is now a statutory requirement). More details about this can be found in the school's RSE Policy.

Other issues including family lifestyles and values, law and order, bullying and bereavement, are likely to be sensitive or controversial.

When such issues arise we will:

- Ensure ground rules are established about how children and young people will behave towards each other and how the issue will be dealt with.
- Judge when to allow children to discuss issues confidentially in small groups and when to join in and offer support;
- Ensure children and young people are clear about the difference between fact, opinion and belief and that they have access to balanced information and views against which they can clarify their own opinions and views, including contributions made by visitors to the class;
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school's values;
- Consider using case studies, role-plays and other distancing techniques;
- Provide appropriate support after a session for any pupil who may be troubled by an issue raised.

### 3 IMPACT

While we recognise that for some children, meeting age related expectations is not always achievable, through a challenging and inspirational curriculum our aim is to ensure that an average of 90% of children achieve age related expectation or exceed age related expectations.

We are committed to ensuring that all disadvantaged pupils are given the additional support that they need in order to achieve or exceed age related expectations. This is based on individual needs and bespoke plans are put in place.

As one of many benefits to children and young people of an effective PSHE education, we believe that it supports the development of 'character', teaching skills and developing attributes that will enable all children to confidently face life's challenges and opportunities, now and in a fast-changing future.

We are committed to ensuring all children at Winwick CE Primary develop a set of character traits, attributes and behaviours:

- Perseverance, resilience and grit
- Confidence and optimism
- Motivation, drive and ambition
- Neighbourliness and community spirit
- Tolerance and respect
- Honesty, integrity and dignity
- Conscientiousness, curiosity and focus
- The importance of skills and attributes

#### Overarching concepts developed through the Programme of Study

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- **Relationships** (including different types and in different settings, including online).
- **Health** (including physical, emotional and social), a healthy balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
- **Mental Health** including recognising and managing emotions, how to maintain a healthy mind and how to manage stress and anxiety.

- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- **Career** (including enterprise, employability and economic understanding)
- **Self-improvement** (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting).
- **Identifying unhelpful 'thinking traps'** (e.g. generalisation and stereotyping).
- **Resilience** (including self-motivation, perseverance and adaptability).
- **Self-regulation** (including promotion of a positive, growth mind-set and managing strong emotions and impulses).
- **Recognising and managing peer influence** and the need for peer approval, including evaluating perceived social norms.
- **Self-organisation** (including time management).
- **Strategies** for identifying and accessing appropriate help and support.
- **Clarifying own values** (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.
- **Recalling and applying knowledge** creatively and in new situations.
- **Developing and maintaining a healthy self-concept** (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).
- **Empathy and compassion** (including impact on decision-making and behaviour).
- **Respect for others'** right to their own beliefs, values and opinions.
- **Discernment** in evaluating the arguments and opinions of others (including challenging).
- **Skills for employability**, including: Active listening and communication (including assertiveness skills); Team working; Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries); Leadership skills; and Presentation skills.
- **Enterprise skills and attributes** (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).
- **Recognising, evaluating and utilising** strategies for managing influence.
- **Valuing and respecting diversity** and using these skills and attributes to build and maintain healthy relationships of all kinds.
- **Managing risk and decision-making** (integral to all of the above).
- **Formulating questions** (as part of an enquiring approach to learning and to assess the value of information).
- **Analysis** (including separating fact and reasoned argument from rumour, speculation and opinion) and assessing the validity and reliability of information.

Formative assessment is carried out through the use of effective Assessment for Learning (AfL) which are used to inform teachers planning and teaching. AfL is carried out in a variety of ways including; pupil observations, pupil discussions, marking and pre-assessment tasks. Assessment will be informed by work in books. In addition, video and photographic evidence will be used to monitor children's learning and understanding (which can be found on the Winwick Primary Google Drive in the assessment folder).

Summative assessment will be carried out every half term throughout the year and progress will be tracked via the Foundation Subject Tracking Document. To aid with assessment key curriculum and challenge questions will be used and adapted from the Focus Education Not As We Know It Download document. Within a child's book or through discussions children will be able to answer the key questions from the document to be working at the expected standard. For a child to be assessed at Greater Depth there should be evidence of the children answering the 'challenge questions'.

Assessing pupils with SEND will include photo and video evidence that demonstrates how they are achieving the different learning objectives.

#### **4 ENQUIRY BASED LEARNING (EBL) and PSHE**

Enquiry Based Learning is used to develop and embed children's knowledge and skills in PSHE. A key aspect of this approach to teaching and learning is the contribution to the structure of each topic from the children via specifically designed prior learning tasks and transferrable concepts.

#### **5 PSHE CURRICULUM PLANNING**

##### **Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSED includes the topics of understanding emotions, sense of self and making relationships. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of mini 'Unique Child' topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Each week, children cover objectives from the whole school SRE/PSHE curriculum: to recognise some feelings and to recognise that their behaviour affects other people, especially when angry; that family and friends care for each other; to appreciate and value their body, its capabilities and uniqueness and to understand why hygiene is important.

##### **Key Stage 1 and 2**

The programme of Study for our PSHE education is taken from the PSHE Association. It identifies the key concepts, skills and attributes that are developed through PSHE education as well as ensuring that our school fulfils our statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

##### **Core Theme 1: Health and Wellbeing**

*This core theme focuses on:*

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- Identifying different influences on health and wellbeing

## **Core Theme 2: Relationships**

*This core theme focuses on:*

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help

We also use the PSHE Association RSE scheme of work to teach the statutory Relationships Education.

Please see the **RSE policy** for further details of how we meet this responsibility.

## **Core Theme 3: Living in the Wider World (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)**

*This core theme focuses on:*

- Respect for self and others and the importance of responsible behaviours and actions
- Rights and responsibilities as members of families, other groups and ultimately as citizens
- Different groups and communities
- Respecting diversity and equality and how to be a productive member of a diverse community
- The importance of respecting and protecting the environment
- Where money comes from, keeping it safe and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

## **6 ADDITIONAL ACTIVITIES**

Visiting professionals may provide talks/workshops to pupils.

PSHE values are also introduced in and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community projects and fund-raising activities.

Pupils may take part in school Worship, be elected onto the School Council and Eco Council and are encouraged to express their opinions.

To teach Equality we use the 'No Outsiders in Our School' Curriculum and resources provided by Stonewall

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

## **7 RESEARCH**

Regular research is conducted to ensure the subject leader, and therefore the school is up to date with developments within the subject. The prime source of information is the PSHE Association via their website and quarterly magazine. In addition, the subject leader keeps up to date with any developments through working on accreditations and the associated criteria to meet the expected levels.



## **8 Thrive (Futures in Mind)**

At Winwick CE Primary, we are part of the Thrive – Futures in Mind, a government initiative, which promotes, protects and improves children's mental health and wellbeing. Staff regularly attend Supervision and training sessions on Mental Health and Wellbeing. Staff then provide training and feedback (through INSET) to other school members. We regularly work with NHS Mental Health nurses to help support our children, families and staffs mental health.

## **9 SEND**

At our school, we teach PSHE to all children, whatever their ability and individual needs. PSHE 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We take all reasonable steps to achieve this. For further details, see individual whole-school policies:

### **Special Educational Needs; Disability.**

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 differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

PSHE may be delivered using a multi-sensory approach by a teacher or TA for children who require extra support.

Children with additional needs are given access to a nurture room during break and lunchtime where a key worker can track and monitor their progress and provide targeted support work tailored to individual needs.

## **10 ASSESMENT**

Pupils will be assessed on a 3-point scale: that is, pupils will be judged as having met the expectations; emerging towards the expectations or exceeding the expectations. Assessment for Learning is carried out using formative and summative assessment. Children carry out a pre-learning and post-learning assessment task for each topic. Assessment resources are used from the PSHE Association.

## **11 MONITORING**

We will continually monitor and evaluate our PSHE Policy. Monitoring will assess whether the PSHE programme is being effectively implemented. Evaluation will measure whether the programme is effective and worthwhile and identify any changes that need to be made.

## **12 EQUALITY**

In our school, all Staff and Governors are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of age, disability, gender, gender identity, marriage, pregnancy and maternity, race, religion or belief and sexual orientation. Staff and Governors are committed to eliminating discrimination and harassment for these equality areas

### **13 OUR COMMUNITY**

We work with many key members of our community to enhance our PSHE curriculum. This includes, but is not limited to:

- The Dental Health Nurse
- School Health
- Thrive (CAMHS) Nurses
- And PCSOs