



South Hetton Primary School

PSHE Policy



Date Reviewed	July 2024
Next Review Date	July 2025

The National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

Why do we teach PSHE?

The PSHE Association states that, *'PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.'*

Introduction

Personal, social, health and economic education promotes pupils' personal social and emotional development, as well as their health and wellbeing. 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 spiritual, moral, social and cultural (SMSC) challenges and responsibilities they will face as they grow up and enter adulthood. The skills and attributes developed through PSHE education are also shown (by the PSHE Association) to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. PSHE also introduces them to some of the principles of prudent financial planning and understanding. From September 2020 Relationships Education and Health Education will be compulsory in primary schools and many aspects of this are taught through our PSHE curriculum.

Aims

Here at South Hetton Primary School, it is our intention to equip pupils with the PHSCE skills they require across their school careers and help them access to the wider world and prepare them to be a global citizen within a global community. They will also obtain sex and relationships education to help prepare them for puberty and give them an understanding of sexual development, health and hygiene and knowledge of safe and loving relationships. (a separate policy details this curriculum).

Our goals in PSHE and RSE are that all pupils will:

We aim to create learners who are Independent thinkers and can persevere with their learning.

We foster ambition and aim to broaden our children's horizons.

We aim to provide a nurturing environment of respect and tolerance and provide encourage team work and togetherness.

Organisation

South Hetton Primary School uses a personalised programme based on guidance from the PSHE Association to deliver discrete PSHE lessons. Each year group covers the same unit at the same time which allows for a whole school approach. Units are organised by term and show progression through the learning outcomes (see medium term planning). The school has chosen to use the [*Kapow Primary RSE scheme of work*](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [*Kapow Primary RSE curriculum overview*](#).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

South Hetton Primary School have worked alongside Educate and Celebrate to develop pupils' respect, understanding and tolerance of others. We celebrate pride month every year through an in school Pride week where each year group deliver lessons to educate children about LGBT+. This is done through age appropriate story books.

PSHE, SMSC, British Values and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in the setting of their targets for learning.
3. Encouraging children to recognise and respect differences between people.
4. The election of a Pupil Parliament in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

There are wider Opportunities for personal and social development at school:

- the development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship;
- consideration of the holistic needs of every child with regard to their race, culture, language and faith;
- planning class visits and trips which widen children's experiences beyond the immediate local environment;
- coming together as a school for collective worship to celebrate academic and personal achievements;
- planning events which encourage the school to work together e.g. Christmas Performances, Parliament Week, Anti-Bullying Day.

We seek to promote a healthy lifestyle and self-confidence for our community through:

- the provision of a range of lunch time and after school clubs eg. football, choir, dance, gardening club, which help foster a healthy lifestyle and encourage children to explore individual talents;
- providing opportunities in school for children to learn a musical instrument;
- access to high quality PE lessons and engagement with Easington SSP;
- attention to the needs of SEND/EAL/MAT children.

We seek the involvement of the whole school community through:

- Encouraging parents/ carers to support trips or whole school events.
- Involvement in local community activities
- Close links with the church and parish council
- Weekly newsletters sent to parents/ carers.
- The school facebook and twitter pages

Assessment, Recording and Reporting of Progress

Teachers make meaningful assessments from each lesson and identify any child that has achieved over or under what is expected. This can inform their planning and any resources/support needed for the following lesson. Year group's activity is monitored by the Senior Leadership Team (SLT). Any cause for concern related to aspects of PSHE are reported to the SLT who will deal with it accordingly.

Entitlement and Equal Opportunities

Each class is allocated one hour per week for PSHE. Our medium term guides aim to cover the key aims outlined in the guidance from The PSHE Association as well as supporting pupils' SMSC and British Values development.

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Continuing Professional Development

In- service training will take place in accordance with school policy for staff development and within the constraints of the school's budget.

External Links

Support from outside agencies is an integral part of the PSHE programme. A planned programme of visits into and visits out of school will extend and enhance pupil's experience. Year 5 and 6 pupils have sessions with a school nurse to learn about healthy bodies and puberty. The school is regularly visited by a professional to provide information about keeping safe around water, electricity, fire, roads, anti-social behaviour and online safety. We have close links with a PCSO who visits the whole school to support pupils in making risk assessments outside of school.

Review

This policy will be reviewed annually to meet school needs and in response to national and local policies.

Signed:.....PSHE Co-ordinator

Signed:.....Headteacher

Signed:.....Chair of Governors