



PSHE POLICY

RATIFYING COMMITTEE	Educational Standards & Achievement
DATE RATIFIED	December 2020 (tbc)
NEXT REVIEW DATE	Autumn 2023



Personal, Social and Health and Economic Education policy

Introduction

Personal, Social, Health and Economic (PSHE) education is one of the whole school approaches we use that gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE education is a school subject through which pupils develop the skills they need to manage their lives, now and in the future. At Ravenbank, we believe that PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Intent

This PSHE Policy has been written to ensure Ravenbank meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Ravenbank, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula.

Implementation:

PSHE is taught as part of a spiral curriculum and across the wider curriculum where appropriate. The curriculum offers discreet whole school themed days/weeks on anti-bullying and mental health/emotional well-being.

During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, shared texts, role-play activities, puppets, group-work and problem-solving.

PSHE will be taught successfully at Ravenbank by:

- all teachers and support staff endeavouring to provide a safe learning environment through the establishment of clear ground rules, which are made explicit to the children and reinforced consistently
- inviting external visitors such as the School Nurse who contributes to the taught curriculum
- teaching beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group
- encouraging children to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; contributing in school council meetings; and by taking on roles of responsibility for themselves, for others and for the school
- delivering the PSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a factual way. Pupils will be able to ask questions anonymously through the use of the "Ask it Basket".

Themes within PSHE taught at Ravenbank:

The PSHE programme of study covers Key Stages 1 and 2, and is based on three core themes which we will follow at Ravenbank. Within the core themes there are topics which can have broad overlap and flexibility:

Core theme 1. Health and Wellbeing

Core theme 2. Relationships

Core theme 3. Living in the Wider World

EYFS

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. Children will be taught about making relationships, self-confidence and self-awareness and managing feelings and behaviour. These are all the pre-requisite skills for PSHE in KS1.

Learning outside the classroom

PSHE is embedded into many aspects of school life at Ravenbank. Discrete PSHE lessons are timetabled along with PSHE being taught at specific events and activities, as well as through other subjects. There will also be opportunities during assembly time to share stories and discussion and a weekly Celebration Assembly. We offer children the opportunity to hear visiting speakers; such as health workers, police, representatives from the local church and

other faiths, whom we invite into the school to talk about their role in creating a positive, supportive and diverse local community. The elected School council are actively involved in promoting PSHE and Citizenship issues.

In addition to PSHE teaching in the classroom pupils are also offered residential visits in years 3, 5 and 6 which have a particular focus on developing confidence, team work skills and self-esteem. Pupils are also given opportunities to develop leadership and co-operative skills.

Parental and Community involvement

Parents are invited to join in events in school; such as celebrations of children's work, workshops or specific events on relevant themes. Parents are regularly informed of events and developments on the school newsletter. Working with parents is a vital part of the whole school approach to PSHE. Ravenbank believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for the children.

SEN

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs (SEN). Staff at Ravenbank are aware that PSHE is a particularly important subject for some pupils with SEN due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

Safeguarding

At Ravenbank we are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Everyone involved in PSHE will have participated in safeguarding training and will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate. Everyone involved in teaching PSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Impact

Children demonstrate:

- the British Values of Democracy, Tolerance and Mutual respect
- a healthy outlook towards school – attendance will be in-line with national and behaviour will be good
- age related expectations across the wider curriculum

- good physical and mental health
- the resilience to 'bounce back' when faced with adverse childhood experiences
- a growth mind-set
- positive and healthy relationship with their peers both now and in the future
- the physical aspects involved in RSE at an age appropriate level
- respect for themselves and others
- positive body images

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include self-assessment and peer assessment. Class Teachers gather assessments at the end of each term, based on the units covered. These assessments allow for teachers to check understanding and to inform planning.

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences.