

PHSE Policy

Hawthorn Primary School



Approved by: Teaching and Learning

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Last reviewed on: March 2021

Next review due by:

Introduction

At Hawthorn Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. 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. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

1. Aims

To deliver a planned developmental program that runs from Reception to Year 6 to provide pupils with:

- accurate knowledge at an age-appropriate level;
- 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;
- develop skills to enable pupils to make good choices and become resilient lifelong learners;
- develop skills and strategies needed in order to lead healthy, safe, fulfilling, responsible and balanced lives in the future

2. Objectives

Our PSHE curriculum is based on the PSHE Association. The programme of study is based on 3 core themes within which there will be a broad overlap and flexibility: Health & Wellbeing, Relationships and Living in the Wider World.

3. Teaching and Learning

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Know how to manage risks to physical, mental and emotional health and wellbeing.
- Know how to identify different influences on health and well-being.
- Be aware of safety issues, including how to respond in an emergency.
- Be aware of keeping physically and emotionally safe including e-safety.
- Know how to manage change, including puberty, transition and loss.
- Know how to make informed choices about health and well-being and to recognise sources of help with this.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.

- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse.
- Know how to respond to risky or negative relationships and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know about respect for self and others and the importance of responsible behaviours and actions.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Know about rights and responsibilities as members of families, other groups and, ultimately, as citizens.
- Know about different groups and communities.
- Respect equality and be a productive member of a diverse community.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Know about where money comes from, keeping it safe and the importance of managing it effectively

4. Planning

PSHE education is most effectively taught through a spiral programme. This simply means organising learning into a series of recurring themes that pupils experience every year. At each encounter the level of demand increases and learning is progressively deepened. Through this approach we avoid PSHE education becoming a string of topic or disconnected issues delivered in an ad hoc way.

We will create a safe and supportive learning environment by delivering PSHE within a whole school approach which includes:

- dedicated curriculum time;
- teaching PSHE through and in other subjects/curriculum areas;
- specialised assemblies;
- PSHE activities and school events;
- pastoral care and guidance;
- guest speakers.

We will ensure that where pupils indicate that they may be vulnerable and at risk they will get appropriate support. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, maturity, readiness and cultural background of our children, to ensure that all can fully access PSHE

education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

The PSHE Association has published a comprehensive programme of study to support the post September 2014 National Curriculum. We will use this as a basis for our PSHE Curriculum as it identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed. Related policies include our Relationship and Sex Education Policy, and Drug education policy.

5. Pupils' Questions

As guided by the PSHE publication 'Teaching about Mental Health and Emotional Well-Being Guidance for Teachers', pupil questions will be answered honestly and openly. When planning and delivering, teachers will consider prior learning and readiness. It is important that children feel able to ask any questions they wish and that their questions are valued. For those pupils who are not comfortable raising questions in an open setting, anonymous question boxes will be accessible within the classroom and will be responded to at a later date.

6. Visitors

Visitors to the classroom can bring their expertise and personal stories to enrich pupils learning. We will ensure external contributors' input is part of a planned developmental programme rather than a substitute for it.

7. Confidentiality

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific issue. No teacher can offer complete confidentiality and it is important, for everyone's safety, that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and to know that, whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

8. PSHE complements learning in the following subject areas

- English – skills in enquiry and communication; stories that illustrate aspects of personal and social development; circle time and debating skills;
- Mathematics – aspects of financial capability; counting and sharing; calculations involving charity money; problem solving; developing independent strategies; choosing appropriate apparatus;
- Science – life cycles, drugs (including medicines); health, safety and environmental issues;
- Design Technology – health and safety; healthy eating; realising that people have needs that generate design ideas; use of technology;

- Computing – communicating with others via e-mail; finding information on the internet and e safety;
- History – use of sources; reasons for and results of historical events; situations and changes; diversities within societies studied; significant people; events; ideas and experiences of people from the past;
- Geography – topical issues concerning the environment; sustainable development; land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries;
- Art & Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- Music – making the most of abilities in playing or singing, the value and expression of cultural diversity;
- PE – health and safety; development of personal and social skills through team and individual activities, games and sports;
- RE – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships;
- School trips and residential visits

Monitoring and Review.

The PSHE subject leader is responsible for monitoring the standards of pupils' work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. They are also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further development.