



# PSHE POLICY

<b>Review Date:</b>	<b>Spring 2020</b>
<b>Reviewed by:</b>	<b>Governing Body/PSHE Lead</b>
<b>Next review:</b>	<b>Spring 2021</b>

# The Downley School Subject Policy

***At The Downley School we believe that the curriculum is the totality of the lived experience as they move through the school. We strive to achieve this through the Irresistible Curriculum Immersive approach.***

Our belief is in the development of the whole child and school community through ***‘Learning, Growing and Succeeding together’***. Our vision is ***‘to equip every child with the knowledge and self-belief to be happy’***.

We are a values-based school committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child’s education and contributes to their personal development.

At The Downley School, we encourage the children to be resilient and face challenges; to be inspired; to appreciate diversity and embrace difference; to be part of a community where they belong; to take responsibility and contribute; to know how to stay safe and healthy, both physically and mentally; to be prepared; to be independent; to have a strong sense of right and wrong and act upon this; to effectively communicate and to seize all opportunities.

Our PSHE curriculum is broad and encompassing; it links to the teaching of SMSC (spiritual, moral, social and cultural) development as well as British Values, Citizenship, RE and RSE and is delivered through our Values-based educational approach and through adopting a Growth Mindset which underpins the children’s attitude to learning and their personal development.

## **INTENT – Rationale and ethos**

Personal, Social, health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements defined by the DfE. High quality PSHE education supports pupils’ personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment

Our PSHE curriculum aims to enable children:

- To have respect, tolerance and understanding towards oneself, all other people and the world in which they live, and to be able to recognise diversity and difference
- To become confident, lifelong learners and respectful citizens
- To work well together with others and value one another
- To recognize their own worth
- To develop positive and healthy relationships
- To develop a resilient Growth Mindset
- To know and understand what constitutes a healthy lifestyle, both physically and mentally
- To develop online and offline safety awareness

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To be positive and active members of a democratic society  
To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations  
To form good relationships with other members of the school and the wider community  
To understand the role of the family in their own development

## The aim of the policy is to

- Provide information to staff, parents and carers, governors and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets the legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.
- To demonstrate that careers education is an important part of the curriculum

## Legal requirements

At the Downley School, we teach statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and health Education through our PSHE curriculum. We also teach non-statutory Sex Education as part of PSHE provision (please see our Sex Education Policy). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regards to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up-to-date Relationships and Sex Education policy.

## The curriculum

### Intent

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## **What is PSHE and why do we teach it?**

The policy supports a whole school approach to PSHE in the curriculum and throughout the whole school and its community. It is consistent with current legislative framework and statutory guidance.

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities duty and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days/weeks, assemblies and fully supports our school's ethos and values. PSHE is part of The Downley School's broad and balanced curriculum supporting spiritual, moral, cultural, social, citizenship, equalities and safeguarding. There is an on developing a growth mindset in which children's attitudes to learning are fostered based on the 3R's of resilience, reflection and taking risks.

Our personal, social and health and economic education programme promotes children's personal, social, health and economic development, as well as their mental wellbeing. It helps to give children the knowledge, skills, strategies, attributes and understanding they need to lead confident, healthy, independent lives, to make informed choices and decisions about the different opportunities and challenges life presents and to become informed, active, responsible citizens.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, 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 and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning. Pupils learn about relationships, health and well-being, keeping safe, managing their off and online lives, and living in the wider world including financial education. Providing a high quality PSHE curriculum gives pupils opportunities to ask questions and explore issues that are real and relevant to keep them in a safe and managed environment.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure our children are

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well-informed and supported to make healthy, safe and positive choices in all aspects of their lives.

## **Duty to promote wellbeing:**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

## **Implementation**

### What, where and when is PSHE taught?

At The Downley School, statutory relationships education and health education are taught through PSHE. We also teach economic education and relevant themes to support our pupils to manage their lives now and in the future.

At The Downley School, we use the PSHE Association's scheme of work (which has been updated to include statutory requirements from Sept 2020) for the planning and delivery of PSHE. The programme of study is adapted to provide relevant and age appropriate curriculum. We also use 'Go-givers' resources and additional material teachers find relevant and useful. We provide a spiral curriculum to ensure pupils are taught key aspects of PSHE at a relevant and age appropriate level and in line with their continuing personal and social development. Children are taught in mixed ability classes; there is no setting undertaken in the school for any subjects.

In addition, the children are taught the curriculum through our Values-based approach which changes monthly. A new value is introduced in an assembly at the beginning of each month and is followed-up by further teaching in class. The Values include (of which there are 22 and are delivered through a two-year rolling programme): 2019-2020 Peace, Equality, Courage, Self-Control, Self-belief, Consideration, Friendship, Trust, Compassion, Responsibility, Pride, 2020-2021 Hope, Tolerance, Determination, Patience, Positivity, Love, Kindness, Honesty, Empathy, Respect, Confidence.

Topics and values are taught through a quality central text (introduced in each term) and broader themes become a central termly focus such as '**Belonging**', '**Where in the world are we?**' or '**Olympics**' encouraging debate and new learning.

Across Key Stage One and Two, lessons are organised around core, essential themes, often values-based and the KPIs (key performance indicators) from our assessment tool, Target Tracker, and PSHE Association objectives are planned to be met across the course of the academic year.

Key Stage One use the PSHE Association programme of study as well as other resources to plan their lessons, including 'Go-givers' [www.gogivers.org](http://www.gogivers.org) Their planning can be found in Year 1 and 2 combined under All other folders/PSHE/Y1 and 2 combined/1920. Planning shows progression and scope. Key Stage Two use PSHE Association programmes of study. These documents can be found under All other folders/1920/PSHE. Teachers weekly plans can be found under relevant Year group and subject. PSHE Subject leadership documents can be found under All other folders/Leadership/1920/PSHE where the entire PSHE planning including our focus on Mental Health can be found. All termly

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topic webs, include PSHE planning. Teachers ensure that they cover their Year objectives/statements taken from TT to plan their termly (overview of topics) and discreet weekly subject lessons. Due to the nature of this curriculum area, PSHE discussion is frequently incorporated into a typical working day. All teachers produce weekly plans using the planning template which are evaluated after each lesson and then saved on the staff drive. The **PSHE** Leader undertakes regular reviews of planning to ensure continuity throughout year groups and progression between year groups.

The PSHE Curriculum is based, as a starting point, on the KPIs from Target Tracker. KPIs are organised progressively listed under four broad headings Personal and Social, Healthy Mind, Healthy Bodies, Diet and Hygiene so that each year the learning builds on the previous one as appropriate for the children's age and development. Teachers use TT as a base for teaching and assessment which provides a starting point for delivering the PSHE curriculum and adopt the PSHE Association resources to support their practice. There are many cross-curricular links.

The Early Learning Goals are followed to ensure continuity and progression from the Early Foundation Stage through to the National Curriculum.

The PSHE Curriculum is delivered using the KPIs from Target Tracker. The Early Learning Goals are followed to ensure continuity and progression from the Early Foundation Stage through to the National Curriculum. Objectives are organised progressively from TT, listed under four broad headings Personal and Social, Healthy Mind, Healthy Bodies, Diet and Hygiene so that each year the learning builds on the previous one as appropriate for the children's age and development. Teachers use TT as a base for teaching and assessment which provides a starting point for delivering the PSHE curriculum and there are many cross-curricular links. The PSHE Association resources are used to complement the KPIs from TT to ensure complete coverage.

We teach PSHE in a variety of ways. For example, when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths.

There is a large overlap between the programme of study from religious education and the aims of PSHE we deliver a considerable amount of PSHE and Citizenship through our religious education lessons and as part of assemblies. We also develop PSHE through various activities and whole school events and we have Values School Council representatives from each class who meet regularly to discuss school matters.

## Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships education for further details). Relationships Education in primary schools focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of the primary school pupils will have been taught content on:

- Families and people who care for us
- Caring relationships

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- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught relationships Education from Year 1 at an appropriate level. Further details on what are required to be taught can be found in appendix 2. (DfE Relationships outcomes)

## Sex Education

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE, parents and carers have the right to withdraw from designated sex education lessons. We encourage parents and carers to come and talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our Sex Education Policy.

## Health Education

We deliver statutory Health education through our PSHE curriculum. The aim of teaching pupils about physical and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others and, if an issue arises, know how to seek support as early as possible and from a safe and trusted source.

By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from Year 1 to Year 6. A list of key vocabulary can be found in Appendix 5. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health can be found in Appendix 3.

## Living in the wider world/Economic Education

Our PSHE curriculum covers economic education and living in the wider world. Pupils will learn about understanding and managing money, saving money and enterprise skills, financial capabilities and climate change.

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## **When**

At The Downley School, PSHE is a taught subject. It is timetabled once a week for one hour and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning and providing relevant education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website. The first lesson of the month is usually linked to our new value; subsequent lessons are linked to the delivery of PSHE units.

In PSHE, pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to the designated safeguarding lead and followed up in accordance with our disclosure policies. Please see our safeguarding policy on the school website for further information. There are many cross-curricular links and opportunities for discussion throughout each week.

How delivery and content will be made accessible to all pupils including SEND. Teachers will differentiate accordingly and follow instructions stated on Support Plans/EHCP

## **Impact**

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Pupils know how and when to ask for help and where to access support
- Pupils are well informed and recognise the risk they may encounter both on and offline and are able to make safe choices
- Pupils are enabled to take responsibility for their own actions and understand the implications and consequences of their own decisions
- Pupils are enabled for the next steps in their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives
- Pupils understand and respect differences between themselves and others

## **Cross Curricular PSHE opportunities**

We believe that promoting cross curricular links is vital to helping children makes links in their learning. Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through PSHE lessons to other areas of the curriculum. The PSHE curriculum links to all subjects but has particular links to PE and Science.



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## **The use of ICT**

Every classroom has an Interactive White Board and these are used effectively by teachers in order to model work to the children. In addition, opportunities to use ICT to support teaching and learning across the curriculum is planned for and used as appropriate. For example children may use laptops, standalone computers and other computing devices to carry out research or to type up writing onto interactive writing frames; PowerPoint presentations in order to tell a group or class about what they have been learning or internet blogging programmes to communicate to a wider audience.

ICT makes a contribution to the teaching of PSHE in that during IT lessons or using IT as a tool within a PSHE lesson, children learn how to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussions on safety and other issues related to electronic communication, the children develop their own view about the use and misuse of IT, and they also gain an insight into the interdependence of IT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

## **PSHE and Equal Opportunities**

We teach PSHE to all children, regardless of their ability. Our teachers provide opportunities matched to individual needs of the children with learning difficulties. Intervention through Booster groups and Support Plans will lead to the creation of an Individual Education Plans. When teaching PSHE and Citizenship, teachers take into account the targets set for the children on their support plans, some of which targets may be directly related to PSHE targets.

For More Able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

All children are provided with equal access to the curriculum. We aim to provide for all children so that they achieve and make progress in all subjects. We identify which pupils or groups of pupils are under-achieving through continual assessment or during Pupil Progress meetings and take steps to improve their attainment. Academically More Able pupils are identified through teacher observation, teacher and test assessment and suitable learning challenges provided within the classroom.

We adapt the curriculum to meet the needs of all children in order that they can **“Be the best that they can be.”**

## **Monitoring and evaluation**

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

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- The subject leader supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE.
- The subject leader evaluates the strengths and areas for development in the subject through a range of evidence and monitoring activities.
- The subject leader communicates, supports and undertakes actions to secure improvement.
- All teachers produce weekly plans using the planning template which are evaluated after each lesson and then save on the staff drive; the subject leader undertakes regular reviews of planning to ensure continuity throughout the year groups and progression between year groups. It is the responsibility of the class teacher within each year to plan work for their pupils.
- Children will be assessed with reference to the outcomes for Relationships and Sex education and from the PSHE programme of study and from Target Tracker. The Early Learning goals are followed to ensure continuity and progression from the Early Foundation Stage through to the National Curriculum.
- Teachers are responsible for assessing children half-termly against the KPIs on Target Tracker.
- Class teachers assess pupils' verbal responses, team-work and written work.

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, work-book scrutiny or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

### **Roles and Responsibilities**

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

The Governing body will approve the policy and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education. The PSHE Lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE. Pupils are fully expected to engage with PSHE provision and treat others with respect.

### **The Subject Leader will:**

- Monitor PSHE in the school e.g. through lesson observations, curriculum walks and the scrutiny of children's work, teacher's planning, assessments and evaluations.
- Ensure continuity in levelling throughout the school and lead practical staff meetings to support this.
- Keep up to date with new developments and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Literacy policy.
- Lead colleagues and be supportive.

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## Working with parents

It is vital that parents and carers know how and what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, and Relationships policy and Sex policy (to be added once complete) Appendix 1 shows what is being taught by year group.

We have an open-door policy for any parents/carers who wish to find out more about our PSHE provision. Carers and the wider community provision. We believe it is important to have the support of parents and the wider community for the PSHE programme. Parents will be given the opportunity to find out about and discuss the schools' programme through:

- Parent awareness evenings e.g. internet safety, Sex and Relationships education
- Information leaflets/displays e.g. mental health and anti-bullying advice and support

Parents and carers do not have the right to withdraw their children from PSHE. Parents and carers are entitled to withdraw their child from designated Sex education lessons (see the Sex education policy) to be completed. Puberty and the changing adolescent body is part of statutory Health education and parents/carers do not have the right to withdraw their child from these lessons.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns that they may have regarding this vital area of education.

Parents and carers are only entitled to withdraw their child from designated Sex Education lessons (please see the Sex Education policy for further details) and there is no right to withdraw from PSHE which includes Statutory Relationships and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

The School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all. The school also provides a healthy school's climate and culture and strong pastoral team who have systems in place to offer extra support to any child who needs it. We have a mentor system for children who require this support.

### Useful information for parents

- School website – PSHE policy and curriculum overview

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

- Linked policies:
  - Relationships education
  - Sex education
  - Values-based education
  - Religious education
  - Citizenship
  - Safeguarding

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Behaviour/Anti-bullying  
Special Educational Needs and Disabilities  
Safeguarding

## **Policy Development**

This policy has been consulted on with parents and Governors. Staff have had the opportunity to read and make recommendations.

**PSHE Subject leader: Susie Bojarski – reviewed March 2020**

**Date of next review March 2021**

## **Appendix 1**

**PSHE curriculum overview**

## **Appendix 2**

**Ground rules for PSHE**

## **Appendix 3**

**DfE information from statutory guidance**

**Relationships – primary**

<https://www.gov.uk/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

**Health education (the DfE has not separated this into Primary and Secondary)**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

## **Appendix 4**

**DfE guide for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachments\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachments_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

**Please note that these are available in other languages (Urdu, Somali, Arabic)**

## **Appendix 5**

**Overview of relationships education**

## **Appendix 6**

**Scientific terminology for taught body parts**