



**Rudston Primary School**

**PSHE Policy**

**Date: September 2019**

**Subject Lead: Miss D Smith**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2019**

**Review Autumn Term 2022**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

## **Aims and Objectives**

At Rudston Primary School Primary School, we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. We believe PSHE and the promotion of pupils' personal and social development is a fundamental aspect of pupils' education and underpins all other learning.

At Rudston Primary we are fully committed to providing a PSHE curriculum that is accessible to all pupils which supports them in becoming healthy, responsible and independent members of society. Our curriculum aims to provide children with the chance to ask and challenge 'big questions' with the opportunity to develop their own voice and self-awareness in a respectful and supportive environment. We aim for all children to leave Rudston Primary School with the knowledge, skills and attributes to keep themselves healthy and safe and prepared for the next phase of their education. Laying the foundations for all pupils to thrive and reach their full potential.

By the time our children leave Rudston we would like all children to ...

- Be able to adapt to a variety of situations.
- To have a good understanding of what is 'right'
- To be confident in their own thoughts and opinions whilst respecting the opinions of others.
- To be able to make good choices in respect to their own health and well-being.
- To develop a their self-worth and make a positive contribution to both school and wider community.

## **Teaching and Learning**

At Rudston we have dedicated curriculum time to deliver discrete PSHE lessons, as well as filtering the skills through out many aspects of school life. During timetabled PSHE time, an emphasis is placed on exploring our three overlapping and linked 'Core Themes' of Health and Wellbeing, Relationships and Living in the Wider World. Planned activities such as discussions, circle-time, investigations, role-play activities, group-work and problem-solving tasks are use to support the teaching of these themes.

P.S.H.E is provided through assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include health week, safer internet day and walk to school week. Children are encouraged to take part in a range of practical activities outside of timetabled lessons to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school.

## **Our PSHE curriculum**

At Rudston we aim to provide a spiral curriculum which ensures structured progression, so children build up their understanding of health, relationships, safety and social issues in age-appropriate steps. Our PSHE curriculum explores three overlapping and linked 'Core Themes' of Health and Wellbeing, Relationships and Living in the Wider World. Department for Education statutory guidance states that from September 2020,

all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education).

At Rudston we follow the the DFE Programme of Study which suggests pupils should be taught:

#### Health and Well-being

- 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 well-being
- ways of keeping physically and emotionally safe
- managing change, such as puberty, transition and loss
- how to make informed choices about health and well-being and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and well-being

#### Living in the Wider World

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect quality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise

#### Relationships

- 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
- how to respect equality and diversity in relationships

We understand the importance for our PSHE curriculum to meet the needs of all pupils and recognise the fact that in all classes there are children of widely-different abilities and therefore seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Providing the opportunity for open questions, to ensure all pupils can participate in lessons at their own personal level/ability. This includes allowing able children to express themselves in higher order thinking skills.
- Providing children with the opportunity to present work differently, to ensure all pupils have the chance to share their thoughts and ideas (videos, drawings, speech bubbles etc.)
- providing a variety of resources, of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

### **PSHE links with British Values**

At Rudston Primary School, British Values are reinforced regularly and in the following ways:

#### Democracy:

- We listen to all views
- We debate arguments for and against
- We get involved
- We express our views peacefully
- We vote and respect the result of the majority

Democracy is inherent within the school. Pupils have the opportunity to have their voices heard through our School Council. The elections of House Captains is based solely on pupil votes.

#### **4.3**     The Rule of Law

- We make sure rules and expectations are clear
- We know the difference between right and wrong
- We know rules protect us

The importance of Laws (whether they be those that govern the class, the school, or the country) are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

#### Individual Liberty (Freedom)

- We are responsible for our own behaviour
- We challenge stereotypes and bias
- We are an anti-bullying school
- We promote self-knowledge, self-esteem and self-confidence
- We model freedom of speech in a peaceful manner

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for

young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and RE/PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

#### Mutual Respect and Tolerance of those of Different Faiths and Beliefs (Respect and Tolerance)

- We promote respect
- We have respect for our own and others' cultures
- We discuss differences of faith, ethnicity, disability, gender and families

Part of our school ethos and behaviour policy has revolved around core values such as 'Respect'. Pupils take part in discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Tolerance of others is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE, alongside visits to other places of worship within the area. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

#### **Assessment and Evidence**

Teachers assess the children's work in PSHE by making informal judgements as they observe pupils during lessons. At Rudston we have clear expectations of what pupils should know and understand at the end of each year. We ensure all topics and skills are progressive and are revisited at an age appropriate level.

Engagement with PSHE is documented in year group floor books which follow the children through their time at Rudston. As well as evidencing PSHE, this also provides another platform for teachers to see what has previously been taught/ how and shows the progression of the children. Floor books can include many different mediums of evidence such as written work, pictures, comments from the children, QR codes and links to twitter.

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas of strength and areas for improvement. The subject leader will regularly evaluate the curriculum, teaching and learning to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. The PSHE subject leader also monitors wall displays, twitter, planning and carries out pupil interviews. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE being informed about current developments in the subject and sharing it with colleagues.

**Date Agreed:** AUTUMN 2019

**Date to Review :** AUTUMN 2021