

PHEASEY PARK FARM PRIMARY SCHOOL

PSHE Policy

Aims and Objectives

At Pheasey Park Farm Primary School, our carefully planned curriculum of learning opportunities and experiences specifically promotes children's personal, social and health development and helps them grow as independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community, helping to develop their sense of self-worth. Pupils learn what it means to be a positive member of a diverse and multi-cultural society. We also promote pupils' well-being through an understanding of their own and others' emotions, and the development of healthy coping strategies.

Through a range of engaging resources, teaching styles and opportunities, we want to provide pupils with the reflective learning experiences to enhance personal, social and health development, whilst promoting Cultural Capital and British Values across the school.

Our objectives in the teaching of PSHE are for all of our children:

- To know and understand what is meant by a healthy lifestyle;
- To be aware of safety issues in the real world and online;
- To understand what makes for good relationships with others;
- To demonstrate British Values and respect for others;
- To be thoughtful and responsible members of their school, the local community and the global community;
- To become active, positive members of our democratic society;
- To develop self-confidence and self-esteem;
- To make informed choices regarding personal and social issues;
- To develop good relationships with other members of the community;

British Values

British Values are a key focus across the school and within PSHE. We promote these crucial values to ensure children develop a valuable understanding of the wider world, and knowledge for later life. We ensure that the children experience the process of democracy through participation in the election of the School Council, Eco Warriors, Junior Safety Officers, Reading Champions, Digital Champions and A*STARS Sheriffs. The Rule of Law is addressed by supporting responsible citizenship in school and teaching pupils to understand the difference between right and wrong. Children are also encouraged to demonstrate Mutual Respect to all within the school community - peers, staff, governors, parents and visitors. Another crucial value that we reinforce at our school is Tolerance of Different Faiths and Beliefs; one of our Curriculum Drivers is *Diversity*, which we are focusing on to further promote this.

Teaching and Learning Style

PSHE is currently a non-statutory subject, so there are no specific National Curriculum objectives to follow. As a result, Pheasey Park Farm can be flexible in the ways we deliver this subject, by taking advantage of a range of teaching and learning styles. Utilising an array of different resources is promoted within school, to enable staff to make lessons interesting and engaging for the children. There are also opportunities for effective cross-curricular learning.

Each class participates in valuable discussion at the beginning of every school year to create a Class Charter; this sets agreed classroom expectations, and encourages children to take ownership of their environment and behaviour. We also emphasise active learning by including the children in drama, investigations, discussions, problem-solving activities and the use of Ed Tech. Furthermore, children are encouraged to take part in a range of tasks that promote Active Citizenship e.g. charity fundraising, planning of special events, assemblies and competitions, or involvement in helping others. Pupils benefit from varied opportunities to hear visiting speakers, such as health workers, police, fire fighters, charity organisations and representatives of the local clergy, whom we invite into school to talk about their role in creating a positive and supportive local community.

Our PSHE curriculum is enhanced by the SEAL programme (Social and Emotional Aspects of Learning), which supports our children with key learning in: making

the right choices; dealing appropriately with a range of different situations and making positive contributions to society.

Curriculum Planning

At Pheasey Park Farm Primary School, PSHE is timetabled fortnightly to be taught as a discrete subject. On other occasions, there may be links to PSHE topics through assembly coverage, Curriculum Days, Special Events and teaching in other subjects. Our PSHE curriculum supports children in making positive choices and contributions, dealing appropriately with different situations, working in collaboration with others, and resolving conflict. It also contributes to safeguarding, providing children with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. In addition, the curriculum adapts to the need of our pupils.

We have a robust PSHE curriculum in place; the Curriculum Grid and Progression of Skills document outline the 7 PSHE units that our school intends to cover during the academic year. These units are based on the SEAL outcomes and cover a broad range of skills for children to build upon throughout their time at Pheasey Park Farm, including problem-solving, conflict resolution and managing feelings. Coverage of these themes also promote broad learning opportunities for children across the wider curriculum. Subject documentation clearly details learning outcomes for pupils in each year group, and suggests some ways in which staff may want to cover these.

Charts have been compiled by the PSHE Co-ordinator for *Physical Health and Mental Well-being* and *Relationships Education* to show end points for children to reach by the end of Primary school, as provided in statutory guidance from the Department for Education in 2019. The outcomes have been segmented into year groups and the charts demonstrate when children will cover the content stipulated by the Government.

Cultural Capital is evident through the opportunities within the planning of our PSHE curriculum and we enrich our curriculum through various activities and events - pupil committees, focus on mental health, theme days, fundraising, special assemblies, school trips, links with charities/organisations, external company visits, transition support and workshop sessions for pupils and parents. Extra-curricular activities and curriculum days also facilitate additional opportunities for pupils. The range of activities that Pheasey Park Farm offers

enables our pupils to develop key skills such as confidence, independence, self-esteem, collaboration, responsibility and leadership. The opportunities mentioned above contribute towards our other two Curriculum Drivers for pupils: *Possibilities* and *Resilience*.

The Foundation Stage

Within the Early Years Foundation Stage, PSHE is covered as part of topic work in Nursery and Reception. This learning isn't specifically referred to as PSHE; instead it is categorised as part of the *Personal, Social and Emotional Development* (PSED) prime area of learning, which forms part of the Early Learning Goals (ELGs). The 3 key aspects within PSED are: *Making Relationships, Self-Confidence and Self-Awareness, and Managing Feelings and Behaviour*. Staff support children in developing these crucial skills from a young age, which creates a positive foundation for later year groups to build upon as part of our progressive curriculum.

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PSHE and Education Technology

At Pheasey Park Farm Primary School, the use of Ed Tech is incorporated as part of PSHE. Children learn to work together in a collaborative manner and also develop a good sense of *Global Citizenship* by using the internet responsibly. Pupils are taught about the dangers of indiscriminate internet use and are advised, in lessons and through assemblies, of safe behaviours to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own views about the use and misuse of ICT, particularly in relation to *Social Media*. They also gain an insight into the interdependence of ICT users around the world.

PSHE and Inclusion

We teach PSHE to all children at Pheasey Park Farm, in mixed-ability classes or sometimes with a whole year group, where appropriate. We also deliver key messages to children through key stage assemblies and special curriculum days or other events (See *Calendar of Events*). Our staff are effective in differentiating outcomes for children, and provide learning opportunities that align to the needs of all pupils, including those children who have a *Special Educational Need (SEN)*, or who speak *English as an Additional Language (EAL)*.

For Academically More Able and Talented (AMAT) pupils, teachers will provide additional opportunities for these learners to take responsibility, develop leadership skills, think creatively and use their talents for the benefit of the class or the wider community.

LGBT Acceptance

As part of PSHE within our school, we provide opportunities for pupils to learn about a variety of different families, including Lesbian, Gay, Bisexual and Transgender (LGBT) relationships. Our staff take particular family set ups into account and approach these with sensitivity. At Pheasey Park Farm, staff are respectful and accepting of pupils' choices, and we encourage the children to be tolerant as well. We also ensure that staff are trained to approach LGBT issues and school has a range of resources to support with this. Different families, treating everyone equally and respecting the choices of others are covered through PSHE across the year groups.

Children requiring additional support with LGBT issues can receive this through identified staff in school. Two members of staff have attended appropriate and relevant training in order to support individuals and to facilitate a whole school approach to LGBT. Any incidents of homophobic language are recorded, and dealt with in line with school policies and procedures.

Mental Health and Well-Being

Pheasey Park Farm Primary School recognises the paramount importance of positive mental health and well-being. Consequently, we promote this as much as possible as part of a whole-school approach. Mental health is widely talked about in relation to Secondary schools, but our school recognise that more support should be provided in Primary schools. We want children to develop healthy coping strategies earlier, and know where to seek help if they need to. Encouraging children to talk openly about their feelings and worries, and promoting positive well-being in our school may enable early identification of signs that could indicate mental ill-health issues. Pupils will then be able to access valuable support sooner.

Pupils receive guidance about how to look after their physical health, mental health and well-being through assemblies, displays, lessons and within individual/group sessions. Physical and online resources have been accessed, in

order to further support our children. Furthermore, the *Physical Health and Mental Well-being* chart provides an overview of when we cover the learning outcomes as detailed by the DfE regarding these crucial areas. School also explore relevant CPD opportunities and ensure staff receive appropriate training; a number of staff are training to become Mental Health First Aiders.

Relationships Education (RE)

At Pheasey Park Farm Primary School, we want to ensure that our children are prepared for the later stages of growing up and for them to be educated about bodily and hormonal changes they will go through. We also aim to encourage pupils to understand what makes a healthy relationship and provide them with the independence to make positive choices. Our *Relationships Education* chart provides a detailed overview of when we cover the associated DfE learning outcomes across different year groups, regarding Relationships Education content. In addition, pupils participate in Puberty talks and Healthy Relationship sessions in Years 5 and 6. School receives support from Walsall Healthcare with this and staff have also attended appropriate training for Primary-aged children. Our school incorporates new and updated guidance/legislation into practice, to best support and prepare pupils for later life. A parent drop-in session is offered in advance of the sessions that Year 5 and Year 6 children participate in, to promote positive school/home links. Parents/carers have opportunity to view pupil activities, ask questions, discuss any concerns and provide feedback.

The most recent statutory guidance from the DfE is: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2019). This documentation has been thoroughly analysed by the PSHE Co-ordinator and its content will become mandatory by September 2020. To ensure our provision conforms with the updated regulations, two members of staff have undertaken additional training and continue to access relevant updates. This ensures that our school has a clear understanding of what Relationships Education entails. The DfE guidance states that Relationships Education "creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing" - these are key messages that we want our pupils to learn about.

Previously, the Puberty sessions in Years 5 and 6 were not compulsory, and parents had the right to withdraw their child(ren). However, under the new DfE guidance that schools were able to implement from September 2019, parents now **cannot** withdraw their child from Relationships Education. Sex Education is

not compulsory in Primary schools and we do not teach Sex Education to pupils. Children cover topics including the biological aspects of human/animal growth and reproduction, however this is part of the National Curriculum requirements for Science. Our coverage of these topics does not go beyond the teaching of the Science National Curriculum, so what we do teach our children falls within our PSHE and Relationships Education curriculum.

Extremism and Radicalisation

Due to the society we live in and to provide pupils with an awareness of some of the dangers in the wider world, Year 6 children will receive age-appropriate information about Extremism and Radicalisation. This will be weaved into PSHE lessons, utilising specialised '3D PSHE' content and resources.

Themes of these lessons are based on: Not following others, Extreme reactions, Minority groups, Vulnerability and Terrorism. The main objectives that these sessions will cover are as follows:

- Understand the meaning and importance of resilience and courage
- Recognise and know how to deal with situations involving peer pressure
- Recognise the features of Extremism and of Radicalisation
- Identify why/how people are recruited into extremist/radicalised activity
- Identify some of the stereotypes related to Extremism and Radicalisation
- Understand how Extremism and Radicalisation can lead to harm
- Recognise individuality and celebrate differences
- Identify and challenge stereotypes

This content will be delivered sensitively, and will help to equip our pupils with an appropriate level of knowledge, with a focus on how to keep themselves safe. A resource entitled *Talking about Terrorism: Responding to Children's Questions* has been purchased to support staff with this difficult topic.

Assessment for Learning

We do not set formal assessments in PSHE, but instead make informal and positive assessments of pupil achievement. Currently, our staff assess pupils' understanding in PSHE through discussion, making informal judgements and observations during lessons, and by marking children's work in line with school policy. Success criteria is identified by staff and shared with pupils to promote understanding of the skills they will be developing. There are also opportunities

for children to self-assess, peer-assess and complete enrichment tasks to consolidate and extend their learning. Following good practice being shared from other schools in the Academy Trust, our school will be moving to using floor books for PSHE in the near future. This will facilitate additional opportunities for collaborative learning, and children will work together to create class pages to demonstrate their knowledge and understanding of PSHE topics.

Safeguarding Children/Child Protection

All child protection issues, including sexual abuse, are dealt with through the school's Child Protection Policy and Procedures, and the Recruitment Policy. All staff are aware of their responsibilities in relation to safeguarding our pupils; as part of this, regular safeguarding training and updates are provided to staff.

School Council, Badge Holders and Additional Roles

At Pheasey Park Farm Primary School, we want to ensure that pupils make a constructive contribution to the daily life of the school and feel they have some ownership of what takes place. We also want pupils to feel positive about the school, community and to take some responsibility for the behaviour and achievement within the school. Therefore, a School Council from Year 1 - Year 5, Eco Warriors, and Badge Holders from Year 6 are established each year as a means of addressing these goals and promoting pupil voice.

In addition, we like to reward pupils with other areas of responsibility. With this in mind, we have Librarians, Junior Safety Officers, Reading Champions, Digital Champions and Book Monitors, who all contribute to the efficiency of Pheasey Park Farm Primary School. The School Council representatives, Eco Warriors and Junior Safety Officers meet regularly to discuss school matters and make their own suggestions. Our A*STARS Sheriffs also play a vital role in helping to promote Active Sustainable Travel and Road Safety across the school; this is a whole-school initiative which we complete annually and receive an award for.

One of our intended developments for the future is to select some pupils to become Well-Being Champions within our school. This will enable us to involve children more in promoting positive mental health and well-being across different year groups, and create a supportive network for our pupils.

Young Leaders

At Pheasey Park Farm Primary School, we appoint some Year 6 pupils as our Young Leaders. They are trained in Peer Support activities, which encourage children to mix socially with other pupils. Young Leaders are pupils who work as active listeners and facilitators, providing a safe opportunity for another young person to share concerns, to be taken seriously and explore their own solutions.

Hedgehogs

The Hedgehogs room is run by a qualified Learning Mentor, whose aim is to lift barriers to learning and provide pastoral support to maintain the social and emotional well-being of pupils. The room is open at break times and lunch times for drop-in sessions if children wish to share any concerns, and is a valuable facility in supporting mental health. The Learning Mentor works with pupils 1:1 or in small groups in Hedgehogs throughout each day. Some of the additional aims of Hedgehogs are to raise pupils' attainment, aspirations, attendance and achievement, and to work towards reaching school targets. We have recently appointed a Behaviour Support Practitioner and a School Education Welfare Officer to enhance such provision.

Monitoring and Review

The PSHE Co-ordinator is responsible for: supporting colleagues in their teaching; keeping informed about current developments in the subject and providing a strategic lead and direction for PSHE. Through School Development Plans, Curriculum Audits, monitoring and links with Governors, we evaluate the strengths in PSHE, and indicate areas for future improvement. Lesson plans are monitored regularly by SLT; Subject Leaders are now more involved with this, and observe sessions to gain a broader insight into how the curriculum is delivered and content and progression across the subject. Staff have access to subject-specific documentation including Curriculum Overview charts, Progression of Skills, and the Curriculum Grid. This details what children should be learning about and when, and enables staff to monitor the coverage and achievement of the learning outcomes identified.

Supporting Documentation:

- Intent, Implementation, Impact overview

- PSHE Curriculum Grid
- Progression of Skills document
- Physical Health and Mental Well-Being chart - curriculum overview
- Relationships Education chart - curriculum overview
- PSHE School Improvement Plan
- Relationships Education (RE) Policy
- Hedgehogs Policy

This policy will be reviewed annually.

Miss N. Elsdon
April, 2020.