



# Personal, Social & Health Education Policy

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## *Article 6 (life, survival and development)*

*Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.*

## **Policy contents**

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## **Vision**

PSHE drives the social, cultural and moral foundation of our whole school curriculum and is at the very heart of what we do and who we are. The study of self, community, being safe and being healthy are threaded through the different subject areas and continually explored, modelled and referred to in our wider school experience. The study of PSHE is not simply about making children good citizens; it is about developing sound decision-making power through understanding, tolerance and respect of the changing world around

us and the relationships that we make. Through the lens of Article 6, all children deserve and are entitled to life-enhancing provision through our PSHE programme and as duty bearers, we are morally bound to influence and enrich children's social, moral, spiritual, mental and physical development with high quality experiences, sound knowledge and heartfelt engagement. In this way, PSHE runs at the very heart of My School, Your School, Our School.

### **Vision, as expressed and written by our children**

*"We can create a better future for us all by championing human rights, welcoming difference and diversity, and looking after our planet's resources. Each person on earth deserves to be treated with respect and dignity, not to be discriminated against and to be valued as part of our international family."*

### **Intended Outcomes**

- Promote and enable children's spiritual, moral, cultural, mental and physical development
- Immerse children in Global citizenship with sharp focus on the SD Global Goals
- Explore concepts such as dignity, justice, tolerance and respect
- Help children prepare for life in modern Britain
- Help children thrive as individuals and family members
- Know how to keep themselves safe
- Develop lifelong healthy lifestyles
- Develop skills and aptitudes for the world of work including financial awareness
- Enable children to reflect upon their own values and attitudes
- Build a positive sense of self in terms of self-esteem, resilience and confidence

### **Overarching Concepts**

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)

- Rights (including the notion of universal human rights), and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

### **How PSHE organised and covered**

- Discrete teaching of some themes and areas such as RSE and drug awareness
- Teaching and learning in a holistic sense, through our creative curriculum
- Assemblies, class assemblies, class discussions and circle time.
- Development of relationships through or restorative practice approach
- Rights Respecting programme
- Enrichment days and focus weeks, such as 'Children's Mental Health Week'
- Affiliations with partner schools and groups such as Manchester Pupil Parliament
- Global Goals agenda is used to link PSHE in with our whole-school long term planning

### **Curriculum detail and rationale**

#### **Mental Health and Wellbeing**

Building healthy relationships and nourishing mental health and wellbeing is a key driver in a healthy and happy school community. Through our PSHE programme, we talk about feelings and emotions from the moment children enter foundation stage and help pupils build strategies to manage their own mental health through models like the Zones of Regulation (giving emotions a colour and scale to help identify and manage feelings such as anxiety and anger). We encourage the children to narrate their own feelings and emotions and relate these to actions and how these change the dynamics of a relationship. This dialogue is key in equipping the children with good emotional literacy and building understanding around mental health. As part of our child-led Rights Respecting School programme, there is a pupil-led mentoring service where children can access mental and emotional support

from trained peer coaches. This is delivered through the Anna Freud foundation and coordinated by our upper school pupils.

## **Citizenship**

Through our study of citizenship, the children develop their understanding of different communities and how as individuals, we can affect change and be advocates for others. Our Rights Respecting programme is centred around the Convention on the Rights of the Child and how we can respond to the seventeen sustainable development global goals. Children learn about democracy and how parliament works including how laws and charters are made in UK. As global citizens, we explore the contemporary issues and social, political and economic challenges that we face and how we can hold duty bearers to account through direct action. We place justice, tolerance and dignity at the heart of our citizenship programme which act as a golden thread for all that we do.

## **Healthy Lifestyles and Drugs & Alcohol Awareness**

Making healthy lifestyle choices and being aware of the risks of poor choices is explored at different stages through our science, PE and food technology programmes. Lower KS1 learn how medicines get into the human body, the basic functions of the heart and lungs, and recognise that substances that we put into our bodies, affect them. In KS2, children explore the influence of peer pressure and how this can lead to risky behaviours such as smoking and substance abuse. Our healthy eating and 'food for life' programmes promote a positive food culture for all and connect children with the knowledge of where food comes from, how it is grown and the importance of well-sourced ingredients.

## **Relationships and Sex Education**

SRE Guidance (DfES 2000) provides the following definition:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

RSE is a lifelong process. It helps children and young people acquire knowledge, understanding and skills, and develop attitudes, beliefs and values about sexual identity and relationships. RSE is a statutory part of the curriculum and is taught in a sensitive and inclusive manner. The NSPCC PANTS resource is used with younger children to help them stay safe from

sexual abuse using the PANTS rules and Pantosaurus song. KS2 follow the Manchester Healthy Schools scheme of work covering personal health and hygiene, changes during puberty and different types of relationships. Human reproduction is not covered as a topic until secondary school. Questions such as, 'Can a healthy relationship change?' and 'Is there such a thing as a perfect relationship?' give a forum for children to prompt discussions in an open, honest and sensitive way whilst preparing our children for young adulthood and knowing what a healthy or unhealthy relationship looks like.

### **Creating a Safe and Supportive Learning Environment**

Because PSHE education works within pupils' real life experiences, teaching staff are vigilant in creating a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. If a child appears 'at risk' or makes a disclosure, all teachers are be aware of the school's safeguarding/child protection policy and what is required in such circumstances.

Safe and supportive learning environments are created by:

- ensuring that all staff take part in yearly safeguarding CPD with certification
- ensuring induction of new staff includes the necessary safeguarding training
- promoting positive and respectful relationships and frameworks for dialogue
- working closely with DSL / SENDCO / SLT

### **Equality of Opportunity**

- In realising equity, we will ensure that pupils with SEND receive access to PSHE through inclusive experiences which can be tailored as appropriate
- Dignity will always be preserved
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.
- As a Rights Respecting School, we use Article 2, non-discrimination as a start point when setting the cultural scene for learning

### **Confidentiality, pupil questions and handling disclosures**

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. It is our regular practice to have an anonymous question box

where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to later.

Teaching staff are clear that blanket confidentiality cannot and should not be promised. External contributors, including school nurses are also clear about these rules whilst working in the classroom – the fact that they are bound by the school's confidentiality policy, not their own.

### **Monitoring and evaluation**

The monitoring and evaluation of PSHE takes place through:

- Teacher and class / year group evaluation sessions
- Book scrutiny
- Pupil interviews
- Learning and environment walk
- Pupil-led monitoring visits / feedback

### **Links to other school policies**

- Child protection/safeguarding
- Relationships and Behaviour
- Equalities policy
- Extremism
- Anti-Bullying
- Relationships and sex education
- Online safety
- School meals / healthy lunchbox