

## The Federation of Broomhaugh and Corbridge Church of England First School

### PSHE Policy

This policy should be read alongside the RSHE policy (separate document.)



### PSHE curriculum

Personal, Social, Health Education encourages the development of the whole child and should be at the forefront of everything we do. Elements of PSHE education are now statutory and are fully implemented into our curriculum.

In PSHE our provision is designed to promote a strong understanding of what constitutes a healthy relationship, achieved by being a good friend, knowing how to play well, and respecting each other. Our curriculum is designed to provide firm foundations for all aspects of SMSC. All pupils are taught about safeguarding in accordance with KCSIE 2024 through various teaching and learning opportunities. Our intention is that, when children leave us, they do so with the knowledge, understanding and emotions to be able to play a safe and active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We want the following things for **all** of our pupils:

- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- To apply the skills and knowledge learnt throughout the PSHE curriculum appropriately to their lives to make the right choices at school and at home.
- A rich and varied vocabulary that gives clarity to their opinions and views towards a topic.
- A delight in initiating and joining in discussions.
- Respect for others when communicating, even when views differ.
- The ability to see situations and beliefs from other points of view and respect these views whether we agree with them or not.
- The ability to engage thoughtfully and sensitively with appropriate questioning.
- The ability and knowledge where to seek further advice and support from and who they can go to if they need to talk.

We offer a structure and sequence of lessons following the statutory framework to help teachers ensure they have covered the skills required to meet the aims of the EYFS and national curriculum. The open-ended nature of PSHE provides inclusive opportunities for all learners to access the lesson and its intended outcomes. We provide children with opportunities and scenarios to apply their skills and knowledge in a real-life context. Small steps within lessons ensure all children have the opportunity to make progress.

In EYFS, PSED (personal, social and emotional development) is taught as part of a topic based curriculum and is embedded throughout the whole curriculum. Throughout early years PSED is continuously reinforced throughout continuous provision opportunities and an enabling environment. Discrete circle time opportunities as well as other adult led activities also form part of the PSED provision. Objectives from the EYFS development matters framework and the PSED Early Learning Goals have been incorporated into the progression of skills for this area of learning ensuring children are school ready for the year 1 curriculum.

The PSHE Curriculum for KS1 and 2 was initially planned using guidance from the PSHE Association following a question builder approach. Questioning begins in KS1 as 'What?' and 'Who?' building onto

‘Why?’ and ‘How?’ In KS2. Teaching builds according to the age and needs of the pupils through developmentally appropriate learning objectives to respond to each big question.

The discrete PSHE lessons systematically teach and ensure children reflect and develop an understanding of social and emotional issues. Staff record notable comments from children to inform any future sessions or areas of intervention for individuals or groups of children. Photographs, artwork and written pieces of work are collected throughout the sessions to create a class portfolio. Work is displayed and valued to celebrate children’s achievements in line with school policy. Some elements of PSHE will link to other national curriculum subjects such as science, computing and maths.

When designing our curriculum we have sought to focus on 3 main areas: Knowledge, concepts and skills

**Knowledge:** What do we want our children to learn and remember? We do not want to overwhelm our children with too much information and with PSHE, age and stage of personal development is crucial, sequencing the knowledge to be learned is key.

**Concepts:** We have focused on the three main core concepts: **Health and Wellbeing, Relationships and Living in the Wider World.** Within these core themes, the following concepts are explored in more details:

**Identity** - their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online

**Protected Characteristics** - children are taught not to discriminate against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

**Relationships** - including different types and in different settings, including online

**A healthy balanced lifestyle** (including physically, emotionally and socially), - including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices

**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, including online in an increasingly connected world

**Diversity and equality** - in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010

**Rights** -including the notion of universal human rights, responsibilities, fairness and justice 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 online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation.

**Career** - including enterprise, employability and economic understanding

**Skills:** How will we teach our children to engage in healthy relationships? What skills do they need to learn to understand the content?

We believe that our progressive PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. Our children will be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen.

Our children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

### **PSHE and the wider school ethos**

We believe that PSHE cannot solely be confined to specific timetabled activities. It is part of the whole school philosophy and will be implemented by all adults in school, teaching and non-teaching staff. We will combine the following elements to achieve a successful whole school approach.

### **Be the best you can be**

Our school vision, Be the best you can be, is fully embedded into our school ethos. We empower children to constantly improve themselves in school and beyond. Referring frequently to our vision and values (see below) ensures children can celebrate their own and others' success. Sharing success and experiences from home and community also enables us to broaden children's knowledge of other cultures in a caring and nurturing environment.

### **Christian Values**

The staff and governing body have chosen five Christian Values which best support our school ethos. We will begin each school year by exploring the Christian Values of kindness, thankfulness, truth, forgiveness and respect in greater depth through a series of carefully planned PSHE sessions and worship times. Please refer to the Collective Worship policy for more information about the Christian Values.

### **PSHE and promoting British Values**

Please refer to 'Promoting British Values' policy

### **Protected Characteristics**

Children are taught not to discriminate against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The protected characteristics are introduced to the children in whole school assemblies and other PSHE sessions. They may then be referenced incidentally by both adults and children throughout the school day. For example, when noticing gender stereotypes in stories and books used in class.

### **Special Person**

Special Person is chosen daily in each class across school. 'Special Person' aims to raise the self-esteem and confidence of one child within the class while promoting empathy amongst others. The session should take place in a respectful, calm environment with no interruptions. High expectations for speaking and listening, good eye contact etc should be established during this time. Special person certificates may be written with the children using positive 'I can, I am' statements.

### **Provision through national themes and annual events**

Special occasions and fund-raising activities take place regularly in line with both regional and national initiatives. These include Anti-Bullying, Road Safety, Christian Aid Week and other charity awareness events.

### **Residential opportunities and the Wider Community**

Children in year 4 are given the opportunity to take part in a residential experience where many aspects of PSHE can be further developed. Educational visits for all children also encourage children to access a wide

range of cultural experiences, build confidence in new situations and show respect for the wider community. We establish links with the wider community through a range of activities including links with St James' and St Andrew's Churches in Riding Mill and Corbridge and local care homes.

### **School, Eco and Diversity Councils**

At the beginning of each school year two representatives from each class are chosen by their peers to form school and eco councils. Children in KS2 are also given the opportunity to become diversity councillors to support and promote inclusion within the school community. The councils meet regularly with a member of staff to discuss and make decisions on a variety of school and community based issues. The representatives hold class meetings to feedback the decisions made and to determine future agendas. Photos of both council representatives are displayed in school, alongside the agendas and minutes from the meetings.

### **Staff support and CPD**

Staff receive relevant CPD in accordance with the subject areas that are covered by PSHE. Resources used are quality assured by Northumberland County Council and accessed via the padlet. Appropriate resources and good practice are regularly disseminated across the federation.

### **Assessment, recording and reporting**

Parents are informed of their child's progress in PSHE during the termly parental consultations and as part of their annual school report. For children in the EYFS this is reported through reference to the ELGs for PSED. Attainment in PSHE delivered as part of other curriculum areas e.g. science, will be assessed in accordance to that subject's assessment criteria.

### **Handling Sensitive and controversial issues (also refer to RSHE policy)**

Sensitive and controversial issues can arise in PSHE teaching. We seek to support children through sensitive discussion where ground rules are clearly understood. Emotional literacy and/or peer tutoring sessions may be implemented to support children within the PSHE curriculum. This will be in liaison with relevant adults including class teacher, SENDCo and parents where necessary following the intervention guidance within school. Sensitive information which may arise as a result of a PSHE session will be recorded on CPOMs and handled in accordance with school policy.

### **PSHE and other policies**

Other policies to be read in conjunction with PSHE include; Child Protection and Safeguarding, Healthy Eating, Drugs and Alcohol Policy, Drugs Education Policy, No Smoking Policy, RSHE Policy, Anti-Bullying Policy, Behaviour Policy, Promoting British Values Policy, Equality and Diversity

### **Policy reviewed November 2024**

### **This policy will be updated annually (Next review November 2025)**