



PSHE Policy

This policy covers our school's approach to PSHE education and has been drawn up in consultation with teaching staff, parents and governors.

This policy is available on request to the school community. A copy of the policy will be found on the staff shared area and the school website online.

West Park Primary is a multicultural school that caters for children between the ages of 3 and 11 years of age and is located near to Wolverhampton city centre. The school capacity is 252 full time places for compulsory school aged children and 65 places for 3 to 4 year olds (15, 30 hour pupils and 50 part time pupils). The school is very popular and has waiting lists in all year groups.

The school is situated in a disadvantaged area and we have a highly significantly transient school population. Over 50% of our pupils have registered entitlement to free school meals. The majority of our pupils (97.8%) are from ethnic minority families. We have a high percentage of children for whom English is not a first language and approximately 5% of our children are new arrivals to the country with limited English, if any at all. The last time we audited we had 32 languages spoken by the children in school.

West Park prides itself on its nurturing, caring ethos and we feel this as one of the strengths of the school. We aim to ensure that school is a happy place and somewhere children can feel valued and safe. We feel that effective teaching in Personal, Social, Health and Economic education (PSHE), including age-appropriate Relationships and Sex Education, can only strengthen and develop this ethos and fully prepare children for later life. Local, national and school data also helps to inform priorities in school for teaching and learning e.g. the local authority's Public Health Data profile, school surveys on dental hygiene etc.

School of Sanctuary

West Park Primary School was the first school in Wolverhampton to be recognised as a 'School of Sanctuary'. This involves having a thorough understanding of the concept of 'sanctuary' and then embracing it within the school's ethos and practices. A School of Sanctuary is a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.

What is Personal, Social and Health and Economic Education?

Personal, social and health and economic education (PSHE) is a planned element of the whole curriculum that helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. In undertaking PSHE, children learn to recognise their own worth, work well with others and become increasingly responsible for their own behaviour and learning. They learn to respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society. It also has a vital role in wider school improvement priorities and planning and is recognised as essential by Ofsted and in terms of the safeguarding of all pupils.

The PSHE Association define PSHE as: **“PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives.”**

From September 2020, all Primary schools in England will be required to deliver Relationships and Health Education. Both of these themes are delivered as part of our broader PSHE education provision in school, along with some additional non-statutory sex education provision. Please see our school Relationships and Sex Education (RSE) policy for further specific information on our approach to RSE at West Park Primary School. Health Education requirements covered within PSHEe are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information on the topics covered within these themes, the current statutory RSHE guidance document from the DfE document can be viewed here: [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)

As per the DfE guidance document, there is no parental right of withdrawal from Relationships or Health Education content within the school curriculum. Please see the school's RSE policy for information about parental right of withdrawal from non-statutory provision.

We are committed to working with parents and carers and would encourage any parent or carer to contact us if they wish to discuss any element of our PSHE programme.

Policy Aims

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

At West Park we strive to provide such an ethos, and this is reflected in our whole school aims. We consistently work to support children in developing appropriate attitudes and behaviour which will help them make meaningful relationships and transitions; to realise their personal ambitions in a complex and ever changing world and to learn that success, achievement and fulfilment should go hand in hand with mutual respect and support for one another.

Other related policies and documents:

- RSE Policy
- Safeguarding /Child Protection Policy
- E-safety policy
- Anti-bullying policy
- Confidentiality policy
- Science Policy
- Drug Education policy
- Behaviour policy

Links to statutory requirements/legislation

PSHE supports schools in discharging many legal duties. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs

Other key legislation or statutory guidance related to the delivery of PSHE within this policy includes:

- Education and Inspections Act 2006
- Ofsted EIF (2021)
- KCSiE 2021 (or latest version)
- Promoting FBV as part of SMSC (2014)
- Relationships Education, RSE and Health Education statutory guidance (2019)
- Sexual violence and sexual harassment between children in schools and colleges (2021)

Aims and Objectives of PSHE education

Our PSHE education programme is underpinned by our mission statement, our school values and expectations.

Our Mission

Be the best you can be!

A place to belong, to be the best you can be, opening a world of opportunity.

At West Park we are proud to be a very successful school. We adopt a Visible Learning approach and develop active and resilient learners who seek feedback and take ownership of their progress in all subjects.

We aim to promote our core values of Respect, Aspiration, Resilience and Integrity. All our pupils are expected to be respectful, responsible, resilient and be safe.

Through the teaching of PSHE education, our overarching aims and objectives for our pupils are to:

- become competent in the skills required for everyday living: especially social, emotional and inter-personal skills.
- develop independent thinking skills which will allow them to make sensible choices in all areas of life.
- become self-reliant, self-disciplined and have self-respect.
- have an enterprising and positive approach to activities and challenges.

- become considerate of others, to respect peoples' points of view and opinions.
- have an understanding of fair play and the need for rules.
- take initiative and act responsibly as an individual and member of the family, class, school and local, wider and world communities
- promote a positive attitude to healthy lifestyle and keeping safe
- learn the value of respect, responsibility for self and others, compassion and positive relationships

Curriculum organisation and delivery

The PSHE leader is responsible for the organisation and coordination of the subject. Our programme of study is made up of high-quality age-appropriate teaching resources taken from reputable national organisations. As part of our work to delivery statutory Relationships and Health Education via our PSHE programme, our school has bought into a PSHE education resource called '1decision', which covers all of the themes required by statutory guidance on Relationships Education and Health Education. These resources are quality assured by the PSHE Association and are highly engaging for pupils. We also use some materials form a programme of study developed for Wolverhampton primary schools developed by the Local Authority, and other materials as necessary. All PSHE resources are regularly reviewed to ensure they are effective and appropriate for our pupils.

See **Appendix 2** for an overview of West Park's LTP for PSHE education showing the topics covered across each year group.

PSHE education will be provided through a combination of:

- discrete planned weekly curriculum time, delivered by class teachers
- complementary teaching through other related subjects / curriculum areas e.g. Science, RE, PE, Computing etc.
- PSHE-related activities and school events e.g. assemblies, awareness weeks, visitors.

In order to ensure coverage of the statutory requirements from DfE and additional elements, planned curriculum time for PSHE is allocated by each class teacher. Class teachers will ensure that during the year they cover the relevant areas for their year group through a variety of planned activities using a bank of agreed resources. See **Appendix 1** for an overview of a typical PSHE lesson format, including ground rules, warm-up activities, teaching and learning strategies.

Teaching and learning approaches

A wide variety of teaching and learning approaches will be used to teach PSHE education. These will include:

- use of circle time
- film-clips
- scenarios
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.

- drama / role play
- problem solving
- working alone, in pairs or larger groups of children and with children they would not normally work with
- involvement of visitors to work with the children i.e. school nurse

Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to safely and sensitively access PSHE lessons where complex issues can be explored and discussed. We use a range of methods to support this:

- **Ground Rules (See Appendix 1)**

The use of ground rules is a fundamental tool in creating a safe and secure learning environment within PSHE lessons. Given the often-sensitive nature of some topics within PSHE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given but it is important that these are set in partnership with pupils so that they are fully embedded in the classroom.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

- **Dealing with questions**

During both formal and informal PSHE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

If a teacher doesn't know the answer this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child/young person's needs.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, or if they would like advice on how to support their child and continue learning outside of the classroom.

Resources

1decision is the main scheme of work we will be using to deliver our PSHE in school from year 1 to year 6. The resources needed to deliver these lessons are all online. All staff delivering any PSHE lessons have been given log in details to access the 1decision materials.

We will continue to use some of the resources created by the City of Wolverhampton Council and these resources will be accessed by all staff via the school platform (cloud).

When reviewing our PSHE curriculum, we also consider additional new materials that might be used to further enhance our provision; PSHE is an incredibly fluid, dynamic and broad subject area and we are always mindful that our programme should be proactive, engaging, relevant and meet the needs of our pupils.

Teaching through other subjects / curriculum areas

Provision for some complementary aspects of PSHE can also be made through other subjects. Identified opportunities include:

- *English:* emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development
- *Numeracy:* dealing with money, fair play and respect for the rules in maths games
- *Science:* drug education (including medicines); healthy lifestyles; safety and the environment; ethical issues, life cycles and puberty
- *Design and Technology:* health and safety; realising the needs of people can vary, cooking
- *History:* exploration of the personal, social and moral aspects of the experiences of others; considering unfamiliar points of view and motivations; diversity within societies studied
- *Geography:* topical issues on the environment; study of children's own locality and other localities around the world, including less economically developed countries
- *Art and Design & Music:* reflecting on and responding to work of others
- *P.E.:* learning about health and safety; development of personal and social skills through team and individual activities; gender issues, staying active
- *R.E.:* questions of personal identity; religious and moral beliefs; values and practices that underpin and influence personal and social issues and relationships
- *Computing:* topics around online safety

Additional opportunities to cover PSHE related themes

Personal and social development will be promoted through sound pastoral care. This will be aided by enabling children to relate personally to the class teacher and other staff through extra curricular activities such as activity afternoons, school visits, residential experiences, fundraising events to promote consideration of others, assemblies and visits from the school nurse and other outside agencies. The operation of our school council, eco committee and online safety ambassadors also supports the promotion of citizenship within the school.

Activities such as these provide opportunities for children to plan and work together with peers and adults and to develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, taking on responsibilities around school, participating in, and

reflecting on, new experiences. The links between PSHE and pastoral care and guidance are important. These links will form more naturally with class teachers but the role of other staff, including support staff, is also vital.

Visitors and Outside Organisations

We believe that visitors can add value to the teaching and delivery of PSHE because of their expertise and specialisms. Any visitors who come into school to assist with the delivery of any element of PSHE will be bound by the policies of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to PSHE lessons. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PSHE programme.

A teacher/member of staff will always be present during any lesson/workshop delivered. Teachers are also responsible for ensuring if the visitor presents a partial view of an issue, the opposing view is presented at some point, to provide a balanced perspective.

Inclusion

We operate a fully inclusive ethos in school. It is our intention all children have the opportunity to experience PSHE at a level which is appropriate for their age and physical development, with differentiated provision if required. No child will be omitted from an activity or lesson on the grounds of gender, race, disability, special educational needs or any protected characteristic.

We are mindful of statutory guidance from the DfE, Ofsted and also of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs.

Assessment

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the PSHE curriculum. Assessment of pupil's knowledge and understanding prior to a block of teaching is also valuable in PSHE and will regularly be used to inform a teaching programme.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Pupils should have the opportunity to reflect on their own learning and

personal experiences and to set personal goals and strategies to reach them. This process should have a positive impact on pupil's self-awareness and self-esteem.

Assessment which does take place will do so in a variety of ways. Knowledge and understanding can be assessed through written work, discussion contributions or practical activities. Children's attitudes can be assessed through professional judgements in open-ended discussions. The resources within the 1decision programme have built in assessment opportunities which are recorded in workbooks e.g. baseline and summative assessment.

Reporting to parents will take the form of an indication on the child's annual written report on progress made during the year and effort shown in activities and comments can also be made as necessary at termly parents evenings held in school.

Assessment evidence collated by teachers will be used by the PSHE leader to track pupil progress and to support monitoring and evaluation of the subject

Monitoring and Evaluation of PSHE education

The PSHE leader is responsible for the monitoring and quality assurance of PSHE education. This will take place on a termly basis. Pupil workbooks will be collected in for review and collation of evidence and delivery. This review will form part of the on-going evaluation of the quality and effectiveness of PSHE delivery in school. This is a process which involves both staff and pupils to ensure that materials meet the needs of all.

Other means of monitoring and evaluating PSHE education will include:

- Pupil interviews/questionnaires/pupil voice
- Monitoring of planning and delivery, including collecting evidence of delivery from class teachers (this can include photos of children's work/activities, displays, examples of work etc.)
- Participation in the bi-annual Health Related Behaviour Survey (a city-wide lifestyle survey for young people run by the LA)

The information gathered as part of the monitoring and evaluation process is also used to support the review of the curriculum. The use of such information and data, as well as an understanding of the context of the needs of our community, helps us to ensure that our curriculum offer remains relevant and up to date.

Confidentiality and safeguarding

Confidentiality in PSHE education lessons will be in accordance with the school's Confidentiality Policy.

As mentioned in the 'Creating a safe learning environment' section above, ground rules will be used in class to effectively manage disclosures and create a safe, classroom environment where pupils are able to reflect upon their own values and beliefs. Ground rules are a fundamental requirement for PSHE delivery.

Teachers need to be aware that effective RSE, as part of PSHE education, may lead to disclosure of a child protection issue by children. If this should occur, the staff member will inform the head teacher/designated child protection lead in line with the child protection policy should any concerns be raised. A member of staff cannot promise unconditional confidentiality to children if concerns exist.

As part of our wider approach to supporting children, pupils will be signposted to appropriate local and national services as part of relevant sessions e.g. Childline, internal pastoral support. Information is also provided across school on support services so that children are aware of the range of support they can access if they need it.

See **Appendix 1** for examples of ground rules.

Training/CPD

The PSHE leader will ensure that they remain updated and attend necessary training as required and cascade any learning to colleagues in staff meetings. Any specific staff training requests around PSHE delivery and themes should be raised with the coordinator in the first instance.

Monitoring and Review of this policy

Monitoring of this policy will be the direct responsibility of the leader for PSHE, with senior management involvement as necessary. It will be reviewed on a bi-annual basis or as and when any practice changes.

Signed by Headteacher:



21.11.2023

Signed by Governor: _____ 21.11.2023

Appendix 1

PSHE Lesson Format

Ground Rules

Establish ground rules with the children and recap at the beginning of each lesson. For example:

- Listen carefully
- Take turns to speak
- Respect each other's contributions
- No personal questions
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Main Lesson

Introduce learning objective & outcomes

Establish what they already know and what they want to know-questions.

Introduction to main activity using 1decision slides (when teaching 1decision units)

Activities for main session (work completed in 1decision books when completing 1decision units)

- DVD's /stories
- Use of photo's
- mind mapping/drawings
- discussions
- drama / role play
- games-bingo, ice breakers
- problem solving
- working alone, in pairs or larger groups of children and with children they would not normally work with
- involvement of visitors to work with the children (nurse, police, fire-fighters, theatre groups, guest speakers)

Plenary

Review learning objective

Share and reflect on learning using our learning dispositions

Identify next steps

Appendix 2

Appendix 1-PSHE Long Term Plan/Overview

Colours relate to 1Decision topics	Themed weeks	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Week 1 & 2 Backed to school School and class Rules	<u>Keeping/Staying Safe</u> Road Safety	<u>Keeping/Staying Safe</u> Tying Shoe laces	<u>Keeping/Staying Safe</u> Staying Safe Leaning out of windows	<u>Keeping/Staying Safe</u> Cycle Safety	<u>Keeping/Staying Safe</u> Peer Pressure Adult and Children's view	<u>Keeping/Staying Safe</u> Water Safety
Autumn 2	Anti-bullying Week	<u>Bullying- Anti-bullying Week</u> 2 lessons <u>Being Responsible</u> Water Spillage	<u>Bullying- Anti-bullying Week</u> 2 lessons <u>Being Responsible</u> Practise Makes Perfect Helping Someone in Need	<u>Bullying- Anti-bullying Week</u> 2 lessons <u>Being Responsible</u> Stealing	<u>Bullying- Anti-bullying Week</u> 2 lessons <u>Being Responsible</u> Coming home on Time	<u>Bullying- Anti-bullying Week</u> 2 lessons <u>Being Responsible</u> Looking Out for Others Adults & Children's views	<u>Bullying- Anti-bullying Week</u> 2 lessons <u>Being Responsible</u> Stealing
Spring 1	Safety Online Week	<u>Feelings and Emotions</u> Jealousy	<u>Feelings and Emotions</u> Worry & Anger	<u>Feelings and Emotions</u> Grief	<u>Feelings and Emotions</u> Jealousy	<u>Feelings and Emotions</u> Anger Adults & Children's views	<u>Feelings and Emotions</u> Worry
Spring 2		<u>Our World</u> Growing in our World	<u>Our World</u> Working in Our World	<u>Our World</u> Looking after Our World	<u>The Working World</u> Chores at Home	<u>The Working World</u> Enterprise Adults view Children's view	<u>The Working World</u> In App Purchases
Summer 1		<u>Growing up and Relationships</u> Important People Friendship	<u>Growing up and Relationships</u> Bullying Differences	<u>Growing up and Relationships</u> Touch & Body Language Self Esteem	<u>Growing up and Relationships</u> Appropriate Touch/Relationships Changes	<u>Growing up and Relationships</u> Puberty Relationships	<u>Growing up and Relationships</u> Puberty & Conception Safe Relationships
Summer 2	Healthy Eating Week My Money week	<u>Keeping/Staying Healthy</u> Washing Hands <u>Hazard Watch</u>	<u>Keeping/Staying Healthy</u> Brushing Teeth/Healthy Eating <u>Hazard Watch</u>	<u>Keeping/Staying Healthy</u> Medicine	<u>Keeping/Staying Healthy</u> Healthy Living	<u>Keeping/Staying Healthy</u> Smoking <u>Transition</u>	<u>Keeping/Staying Healthy</u> Alcohol <u>Transition</u>