



HIGH LANE PRIMARY SCHOOL

Personal, Social, Health and Economic (PSHE) Policy

Date policy was agreed with Governors	<i>Awaiting ratification</i>
Review Date	September 2022
Person(s) Responsible	Headteacher – A Humphries PSHE lead – K Lloyd

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

1. Intent

PSHE is recognised as a vital part of a child's education, ensuring they are ready for the social and emotional challenges of growing up within an ever-changing world. We believe that PSHE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. We aim to encourage pupils to share and explore issues, and respect each other's views. It is our belief that inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including racism and homophobia – and promote understanding and respect for all.

At High Lane Primary, we hope to ensure pupils:

- Have a continued sense of purpose
- Value themselves as well as others
- Form positive relationships with those around them
- Make and act on informed decisions, avoiding unnecessary risk
- Communicate effectively and respectfully about their thoughts and feelings
- Work with others cooperatively
- Respond to challenge with a growth mindset
- Be an active partner in their own learning
- Be active citizens within the local community and wider world
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach Relationships Education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must also teach Health Education under the same statutory guidance.

3. Content and delivery

We have developed our curriculum based on the statutory guidance from the DfE (2019) relating to Relationships and Health Education, and in light of guidance from the PSHE Association (2017, 2019). The curriculum is split into three key themes taught across the academic year, with each being subdivided into three topics. The themes are:

- Relationships
- Living in the wider world
- Health and wellbeing

At High Lane, we value the diversity of backgrounds of all pupils, families and wider the school community. As a result, we have integrated work on British Values into our PSHE curriculum. The DfE set out its definition of British values in the [Prevent Strategy \(2011\)](#) and supports this in the [Prevent Duty \(2015\)](#) document. British Values are as follows:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Our school reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. These values are integral to our school vision and ethos and are reinforced regularly in a variety of ways.

For further information on our curriculum, please see the PSHE overview (**Appendix 1**) – this contains key objectives and some of the resources that are used in the classroom.

Within PSHE, some issues that we address are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Teachers will also seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

If a teacher has concerns about the views or experiences of a child in their class, they will draw these to the attention of the designated safeguarding lead responsible for child protection, Mrs Humphries.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that the children's best interests are maintained and try to encourage them to talk to their parents or carers to provide support.

4. Roles and responsibilities

4.1 The Governing Board

The Governing Board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

4.3 The PSHE and Wellbeing Lead

The PSHE Lead, Kim Lloyd, is responsible for monitoring how PSHE is taught across the school and monitoring progress. They are also responsible for reviewing this policy and sharing key developments with the Headteacher and Governing Body.

4.4 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE

4.5 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from PSHE (including elements of Relationships Education). However, they do have the right to withdraw their children from the non-statutory components of Sex Education within RSE outlined in the Relationships Education policy. Requests for withdrawal should be put in writing using the form found in **Appendix 2** of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

6. Equal Opportunities

Staff will ensure access to PSHE sessions for all pupils, regardless of gender, race or SEND status, in order to provide equal opportunities and avoid unnecessary discrimination.

7. Training

Staff are trained on the delivery of PSHE at High Lane Primary and it is included in our continuing professional development calendar.

High Lane Primary

What PSHE looks like in our school



Our philosophy

At High Lane, our PSHE lessons:

- Equip children with the knowledge, understanding, skills and strategies required to live healthy, productive and balanced lives
- Provide children with the skills to make effective, loving and safe relationships now and in the future
- Remind children that they are unique, wonderful and deserving of greatness
- Encourage children to be responsible citizens who care about and respect their family, friends, community and wider world
- Ensure children are valued and understand they belong as part of the High Lane family
- Support children in making effective transitions in their education, enabling them to make positive learning choices to aid future economic wellbeing
- Ensure children understand how to maintain their physical health
- Support children in developing resilience to overcome challenging circumstances in order to achieve positive outcomes for themselves and others
- Allow children to develop the emotional literacy they need to identify, communicate and nurture their own thoughts and feelings in a safe space

What we do

In order to provide effective teaching and learning opportunities, we:

- Ensure curriculum coverage incorporates statutory guidance from the DfE
- Celebrate the children in our school – ensuring our curriculum takes into account the diversity in our local community and wider world
- Plan and teach sessions that allow our pupils an opportunity to explore their own thoughts and feelings, modelling appropriate vocabulary to enable children to become emotionally literate
- Use resources that are relevant and age-appropriate for each year group/topic
- Integrate opportunities for children to talk about their thoughts and opinions in a safe environment
- Recognise the need to talk about current affairs to ensure children are knowledgeable about the ever-changing world around them
- Provide opportunities for children to solve problems individually or in groups to promote essential life skills
- Promote self-regulation, supporting children as they reflect on their own learning and identification of strengths and areas for development
- Utilise support from external agencies/companies to make our curriculum rich and meaningful
- Embed the use of Restorative Approaches across the school – promoting accountability and strategies to repair relationships
- Seek opportunities to embed PSHE work in other areas of the curriculum to help children make tangible links in their learning

- Respond to key events within the academic year that are pertinent to our school community in terms of faith, race, cultural or SEND

What a typical lesson looks like

We recognise that every class and child is unique, so PSHE lessons may vary slightly based on the needs of our children. Each class is encouraged to allow up to 90 minutes per week for teaching PSHE – this might be a whole class, directed session, wellbeing check-ins or circles, in response to emerging issues or through other areas of the curriculum. PSHE sessions might include:

- Whole class discussion, often led through the use of restorative circles
- Small group/partner discussion
- An opportunity to review prior areas of learning or existing knowledge
- Opportunities for children to solve problems and talk about their ideas, feelings or opinions
- Class teachers modelling the use of high-level vocabulary and reinforcing its use
- Role play
- A change in topic/focus based on responses from children (where the teacher feels it's necessary in supporting the children's understanding of a given topic)
- Lessons where the outcome might be a written response, drawn image, photograph or simply a verbal 'check-out' response

How we know our pupils are achieving

From EYFS through to Key Stage 2, we use a range of strategies to ensure our pupils are on track and lessons are effective. We:

- Use pupil voice
- Observation throughout sessions – individual or small group
- Assessment tasks at the beginning and end of a topic
- Photographic evidence of practical work
- Engaging in discussion with children

How intervention is used at High Lane

We recognise that sometimes children might require additional support or greater challenge to progress further. To support all pupils in their learning, we provide intervention in a number of ways:

- Opportunities to work with the class teacher or TA to explore a topic, thought or feeling further
- Discussion with parents – in topics linked to our PSHE curriculum, the link between home and school is never stronger as it is crucial our children have the necessary support with questions linked to their health or wellbeing
- External support – if child is particularly struggling, this will be raised with parents in the first stage, but may be referred to the SENDCO and/or external agencies if necessary

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Supporting Documents

Appendix 1: Whole school overview of PSHE (including RSE) topics - Further detail on objectives in each block available on request

	Autumn Core theme: Relationships			Spring Core theme: Living in the wider world			Summer Core theme: Health and wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
EYFS/Rec	Who keeps us safe?	How can we look after our friends?	Who are my 'special' people?	How can we look after our school?	How do we use technology?	When do we use money?	What are my super skills and goals? How can we keep clean?	How do we change and grow?	How can we stay safe in our community?
Year 1	Who is special to us?	What do we do when things upset us?	Why should we be kind?	How do we look after each other and our environment?	Why do people use the internet?	Why do we all have different strengths?	What does it mean to be healthy?	What makes me special?	Which rules keep us safe?
Year 2	What makes a good friend?	Is it ok to keep a secret?	What is the same and different about us?	What does it mean to belong?	How do we use the internet every day?	Why do we need money?	How can we stay healthy?	What changes as we grow older?	How can we keep ourselves safe?
Year 3	What does it mean to be part of a family?	What is bullying and can it ever really be stopped?	Why is it important to be respectful?	Why do we have rights, responsibilities and laws?	Is the internet a good thing?	Can you aspire to have any job you want?	Can our diet affect our health?	How do we reach our goals?	What are hazards?
Year 4	How can we be a good friend in person and online?	Is it easy to do the right thing?	Why is it important to treat others equally?	What does it mean to be part of a community?	What is the impact of our 'digital' footprint?	Is how we spend our money important?	Why is it important to look after our teeth?	How does puberty affect our bodies?	Are all drugs bad?
Year 5	How can our friends influence us?	How do we deal with feelings of discomfort?	What is discrimination?	How can we look after our environment locally, nationally and globally?	What is the purpose of different types of media?	What does it mean to have 'ambition'?	How can we look after our bodies as we get older?	How does puberty affect our bodies? What makes up a person's identity?	What do we do in an emergency?
Year 6	How do friendships change as we grow?	How can we build and maintain positive relationships?	What does it mean to be a positive role model?	What does prejudice look like today?	How do we manage negativity online?	How do people's attitudes about money differ?	How can change affect our mental health?	How can we prepare for high school? How are babies conceived?	How can we protect ourselves online? Are there risks to taking drugs?

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Appendix 2: Parent form – withdrawal from non-statutory sex education within RSE/PSHE



HIGH LANE PRIMARY SCHOOL

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents

TO BE COMPLETED BY THE SCHOOL

**Headteacher
signature**

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