

Pheasey Park Farm Primary School and Early Years Centre

PSHE Policy

Aims and Objectives

At Pheasey Park Farm Primary School we believe that Personal Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Through our curriculum of learning opportunities and experiences, 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 and personal development through an understanding of their own and others' emotions, coping strategies and the development of healthy relationships.

Through a range of engaging resources, teaching styles and opportunities, we 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 for all of our pupils are:

- 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 healthy 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 understanding of their mental health & well-being, how to take care of this and how/where to seek support if needed.

British Values

British Values are a key focus across the school and within PSHE:

- Democracy
- Individual Liberty
- The Rule of Law
- Mutual Respect
- Tolerance of Those with Different Faiths and Beliefs

We promote these crucial values to ensure children develop a valuable understanding of the wider world, and knowledge for later life. We facilitate the process of democracy through participation in the election of Pupil Committees - 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, visitors. One of our Curriculum Drivers is *Diversity*, so we are focusing on *Tolerance of Those with Different Faiths and Beliefs* to further promote and develop 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.

Curriculum Planning

At Pheasey Park Farm Primary School, PSHE is timetabled weekly to be taught as a discrete subject in Years 1 - 6. 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, problem-solving 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.

Our PSHE curriculum is based on the SEAL programme (Social and Emotional Aspects of Learning), which supports our children with key learning within various areas such as: making choices; understanding rights and responsibilities; belonging; self-awareness; social skills and managing emotions.

We have a robust PSHE curriculum in place at Pheasey Park Farm based on the SEAL programme (Social and Emotional Aspects of Learning) taken from The National Strategy. The PSHE Curriculum Grid and Progression document outline the 7 SEAL units that our school intends to cover with Years 1 - 6 during the academic year: New Beginnings, Getting On and Falling Out, Say No to Bullying, Going for Goals, Good to Be Me, Relationships, Changes. These units cover a broad range of skills for children to build upon throughout their time at primary school and outcomes are differentiated for year groups, to ensure progression of knowledge and understanding year upon year.

Coverage of these themes also promote broad learning opportunities for pupils 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 with activities/resources/cross-curricular links.

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. For further information, please see *Relationships Education and Health Education* policy.

Cultural Capital and Curriculum Drivers

Our Curriculum Drivers are:

Possibilities - For pupils to be aware of all opportunities available to them and to have high aspirations for their future.

Resilience - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life.

Diversity - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

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, curriculum 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.

Early Years Foundation Stage (EYFS)

Within the Early Years Foundation Stage, PSHE is covered as part of topic work in Nursery and Reception. This learning is categorised as part of the *Personal, Social and Emotional Development (PSED)* area of learning, which forms part of the Early Learning Goals (ELGs). The 3 key aspects within PSED are: *Self-Regulation, Managing Self and Building Relationships*. These are further broken down into individual outcomes. 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.

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 assemblies and special curriculum days or other events. Our staff are effective in differentiating outcomes for children, and provide learning opportunities that are tailored to the needs of all pupils, including those children who have a Special Educational Need or Disability (SEND), or who speak English as an Additional Language (EAL). In order to achieve this and ensure all pupils can access the learning, teaching staff make adjustments and scaffold resources or tasks where necessary. The teaching of PSHE is sensitive, developmental and in line with pupils' age and understanding.

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. Differentiation is identified on year group planning.

LGBT Acceptance

As part of PSHE within our school, we provide opportunities for pupils to learn about a variety of different families, including elements of 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 as well - tolerance and respect are reinforced at our school through the promotion of British Values. We also ensure that staff feel comfortable to approach LGBT issues and school continue to develop a range of resources to support with this. Different families, treating everyone equally and respecting the choices of others are covered through our age-appropriate PSHE curriculum across the year groups.

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

Relationships Education and Health Education

From September 2020, it became compulsory for Primary schools to teach Relationships and Health Education. The statutory guidance from the Department for Education (DfE) is entitled *Relationships Education, Relationships and Sex Education*

(RSE) and Health Education (July 2019). This documentation was thoroughly analysed by the PSHE Co-ordinator to ensure that our PSHE curriculum incorporates these statutory areas of learning.

Relationships Education and Health Education are integral parts of PSHE, and an intrinsic part of the physical, intellectual and emotional growth of an individual. We want to ensure that our children are prepared for the later stages of growing up and for them to be educated about body and hormonal changes they will go through. It is also important for pupils to understand what makes a healthy relationship and to develop the independence to make positive choices. We also firmly believe that effective Relationships Education and Health Education in our setting will equip our pupils with valuable information and understanding for secondary education and beyond.

As part of our Relationships and Health Education provision, in Years 5 and 6, pupils participate in Puberty talks and Healthy Relationship sessions. School have received support from Walsall Healthcare with this and staff have also attended appropriate training for Primary children. Our school incorporates relevant guidance/legislation into practice, to best support and prepare pupils for later life. A parent session is offered in advance of these sessions to promote positive school/home links. Parents/carers have opportunity to view pupil activities, ask questions, discuss any concerns and provide feedback.

We do **not** teach Sex Education at Pheasey Park Farm. We cover the statutory Relationships and Health Education learning outcomes as identified in *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. This guidance states: "there is no right to withdraw from Relationships Education or Health Education", therefore parents do **not** have the right to withdraw their child(ren) from our curriculum at Pheasey Park Farm. For further information, please see *Relationships Education and Health Education* policy.

Our 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. We recognise that more support is needed in Primary schools regarding mental health and well-being. 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.

As part of our Health Education provision, pupils receive guidance about how to look after their physical health, mental health and well-being, and also how they could support others. These areas are covered through assemblies, displays, lessons and within individual/group sessions to support children's knowledge, awareness and

understanding of mental health and well-being. Physical and online resources have been accessed, in order to further support our children. Subject documentation compiled by the PSHE Co-ordinator provides further details and overviews of when year groups 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 have accessed training to become Mental Health First Aiders and/or Mental Health Leads.

Mental Health and Well-being

Pheasey Park Farm were part of a trailblazer programme in relation to Walsall-based Mental Health support and have established positive links with external agencies linked to this - Reflexions. School can submit referrals to the Reflexions Team for individual children and if these are accepted, pupils can access 1:1 or group support with external professionals. Reflexions also support by creating assemblies for school to share with pupils and they offer parent workshops to support with a range of topics. Our links with Reflexions further support our Health Education provision in relation to mental health and well-being.

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 teaching 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.

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 A*STARS Sheriffs, 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 a calm, colourful and private space, and a safe, accessible environment for pupils. This is run by the school's 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 for drop-in sessions during the day if children wish to share any concerns, or if they want to talk about their feelings/worries. These may involve family, friendships, managing emotions, behaviour, transition, bereavement etc. The name 'Hedgehogs' represents the prickly issues in life that are sometimes difficult to talk about. This provision is extremely valuable in supporting mental health.

Some of the additional aims of Hedgehogs are to raise pupils' attainment, aspirations, attendance and achievement, and to work towards reaching school targets. School's Behaviour Support Practitioner and Education Welfare Officer also enhance provision.

Assessment

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 recording in the class Floor Book. Success criteria is identified by staff and shared with pupils to promote understanding of the skills they will be developing. The use of class Floor Books facilitates additional opportunities for collaborative learning, with children working together to create class pages to demonstrate their knowledge and understanding of PSHE topics. It also provides opportunities for learning to be presented in a variety of ways which are more creative. Pupils are encouraged to take ownership of their class Floor Book and take pride in its contents.

In Early Years, children are assessed against the 17 Early Learning Goals (ELGs) at the end of Nursery and the end of Reception. Trackers for Personal, Social and Emotional Development (PSED) are completed each term. In line with Elston Hall Learning Trust, staff make judgements based on whether children have achieved individual PSED outcomes and are categorised as 'beginning', 'developing' or 'secure'.

Safeguarding/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 have positive links with the NSPCC; we use their resources to educate and support children with themes such as keeping themselves safe and talking to trusted adults about any worries or concerns.

Equal Opportunities and Protected Characteristics

Our school believes every pupil has the right to an effective education and that all pupils should be treated equally. Pheasey Park Farm complies with the relevant provisions made in the Equality Act and we are aware of protected characteristics such as sex, religion, disability, sexual orientation and gender reassignment. We have a duty of care to all pupils at Pheasey Park Farm and believe it is also our duty to deliver key areas of the PSHE curriculum (including Relationships and Health Education), to all children. We are looking at ways to use the term 'protected characteristics' with children so they develop awareness and understanding of this. We also have protected characteristics as a focus for an assembly each term.

Monitoring, Review and Evaluation

As part of their Curriculum Leader role, 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 Improvement 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, PSHE Progression document, 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
- PSHE Progression document
- PSHE Curriculum Audit
- Physical Health and Mental Well-Being chart - curriculum overview
- Relationships Education chart - curriculum overview
- School Improvement Plans for PSHE and Relationships & Health Education
- Relationships and Health Education Policy
- Hedgehogs Policy
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Department for Education, July 2019)
- Guide for Relationships Education coverage
- Guide for Health Education coverage

This policy will be reviewed annually.

Mrs N. Wilcox

November, 2021.