



Trinity Croft C. of E. Primary Academy

PSHE Education policy – September 2022

The national context for PSHE education

Personal, Social, and Health Education enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future.

At Trinity Croft C of E Primary Academy, we follow good practice relating to PSHE as outlined in the National documentation below:

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013 states: “*Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*” The guidance also states the PSHE curriculum should reflect the needs of the pupils, and that the DfE... “*.. expects schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.*”

This school endeavours to “... seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013

If our school is a place of learning and our intention is to create independent young people it is essential that we provide the learning to enable our students to take gradual responsibility for these outcomes.

PSHE also helps our school to fulfil its responsibilities to progress pupils’ good Spiritual, Moral, Social and Cultural development (SMSC) and to ensure pupils are properly safeguarded, supporting Ofsted requirements.

The provision of:

- a comprehensive, developmental PSHE education programme,
- supported by a curriculum that provides opportunities for personal and social development
- set within a ‘healthy school’ that models supportive behaviours and offers opportunities for pupils to practice personal and social skills and make real decisions about their lifestyle,

is central to our school’s response to these requirements and we have published the outline of our PSHE curriculum on the school website as directed by the DfE in September 2013.

This policy is in line with guidance from the DfE(www.gov.uk/dfes), the new National Curriculum, as well as the Rotherham Healthy Schools Programme, of which the school is part.

The purpose and school context for PSHE education

PSHE, together with Citizenship, is central to the development of the pupils in our school. The planned programme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives and mission statement. PSHE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing learning that promote positive relationships and thus supports young people in reaching their full potential
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and that are essential to employability in a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHE education programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

The key principles that underpin our PSHE provision.

Our PSHE education programme recognises that young people will bring prior learning and real life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance.

We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

The PSHE education programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE education programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff supported in partnership with

families and the wider community. Where appropriate the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

The use of visitors to the classroom

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

The school uses the '*Working in Partnership*' document produced by South Yorkshire Healthy Schools to plan and evaluate visitor contributions.

Pupils with additional educational needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Teaching Assistants work with individual pupils, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw pupils with special educational needs from PSHE education to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

Scope

The DfE guidance September 2013: personal, Social, Health and Economics (PSHE) Education for schools, states the PSHE curriculum should reflect the needs of the pupils, and that the DfE... "*... expects schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.*

"Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle."

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to

take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Monitoring and evaluation

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored regularly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Professional Development

Staff need to feel confident to deliver PSHE; support will be offered through in-service training via accessing good quality CPD opportunities on specific issues (e.g. RSHE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators.

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting

As with any learning, the 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 programme. Pupils do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self awareness and self esteem and there are opportunities to record learning and progress in different ways. Children personal development an understanding of PSHE is commented on in children's end of year reports and in parent's meetings.

This policy will be reviewed in September 2023 or sooner should the need arise.