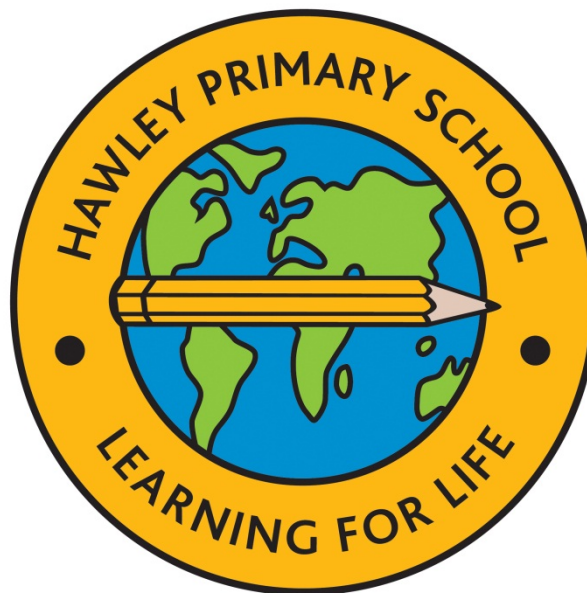


HAWLEY PRIMARY SCHOOL



PSHE POLICY

AGREED BY GOVERNORS: Autumn 2021

LATEST REVIEW: Autumn 2021

NEXT REVIEW: Autumn 2026

HAWLEY PRIMARY SCHOOL

PERSONAL SOCIAL and HEALTH EDUCATION POLICY

Rationale

PSHE in Key Stage 1 and 2 equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.’
(The National Curriculum, April 2019)

At Hawley Primary School we believe that Personal, Social and Health Education (PSHE) alongside our Relationships and Sex Education programme (RSE) helps to give children and young people the knowledge, skills and understanding they need to grow and develop as individuals in order to lead confident, healthy and independent lives. It aims to teach the characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults. Children will understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in wider school opportunities and provision such as in assemblies, circle time, whole school projects and other activities that enrich pupils' experiences.

Personal, Health and Social Education underpins life at Hawley Primary School. We believe children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles.

Every Child Matters (published September 2003) and Change for Children Act 2004 strongly support the principle of personalisation and the work schools are already doing to raise educational standards by:

- encouraging schools to offer a range of extended services that help pupils engage and achieve, and building stronger relationships with parents and the wider community
- supporting closer working between universal services like schools and specialist services so that children with additional needs can be identified earlier and supported effectively.
- helping each pupil achieve the highest educational standards they possibly can
- dealing with bullying, discrimination and keeping children safe
- becoming healthy schools and promoting healthy lifestyles through Personal, Social and Health Education lessons, drugs education, sex education, after school clubs and sporting activities
- ensuring attendance, encouraging pupils to behave responsibly, giving them a voice in the school and encouraging them to volunteer to help others
- helping communities to value education and be aware that it is the way out of the poverty trap
- engaging and helping parents in actively supporting their children's learning and development.

Aims

At all stages we believe pupils should 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.

Our aim at Hawley Primary School is to:-

- Promote the spiritual, moral, cultural, moral and physical development of pupils at the school and of society.
- Gives children an understanding of the importance of a stable family life with loving relationships, respect to prepare pupils to cope with the physical and emotional challenges of growing up.
- Develop children's confidence and sense of responsibility in order to make the most of their abilities
- Prepares pupils for the opportunities, responsibilities and experiences of later life and enables them to play an active role as citizens
- Develop healthy, safer lifestyles
- Develop children's ability to form positive relationships and respect the differences between people
- Equip children with skills and knowledge to explore political and social issues and to weigh, evidence and debate and make reasoned arguments

In order to achieve the above we will encourage all pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and our wider community. In doing so we believe they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will be encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Children at Hawley Primary School will also find out about the main political and social institutions that can affect their lives and about right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. Alongside this the children will learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. As our pupils grow and develop they should be able to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature.

Responsibilities

In order to establish the foundations which enable our children to lead confident, healthy and independent lives we will ensure that:

- the Headteacher is well-informed, provides active leadership and sets high expectations for what can be achieved by staff and pupils

- the teaching staff follow the statutory guidance for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- support staff implement the policy in all aspects of their work with the children
- the PSHE Coordinator has the expertise, opportunity and support to influence practice
- a desire to secure high standards through effective teaching and learning pervades the whole school.
- Governors are actively involved in policy, monitoring and evaluation. They have a secure understanding of the PSHE curriculum being taught in school
- there is an awareness that sensitive and controversial issues will arise in real-life situations and follow the guidelines set out in The Education Act 2002 and Development for Education and Skills guidance 2004.
- information is passed on to the DSL or Deputy DSL should a pupil make a personal disclosure of a sensitive nature and appropriate action is taken in relation to Safeguarding and Child Protection

Planning

At Hawley Primary School we endeavour to use pupils' existing knowledge, skills, understanding and beliefs as a starting point for developing a curriculum that is relevant for our pupils. We will endeavour to illustrate different ways to provide learning opportunities which respond to the specific needs and priorities of our pupils and connecting with their interests, individual abilities and backgrounds. We will also endeavour to provide our pupils with opportunities to address real-life issues and show them that they can make a difference.

In order to achieve this we will use a variety of resources and approaches as follows:

- Guidance from the PSHE Association framework
- 1 Decision programme
- Question based approach
- A range of resources to stimulate discussion such as books, pictures, videos, the use of visitors and special events in school.
- Encouraging pupils' to becoming actively involved in the life of the school and the wider community.

In Early Years Foundation Stage Curriculum, the prime area Personal, Social and Emotional development (PSED) provides the steps and objectives for our EYFS Classes. PSED provides a fundamental foundation for all aspect of the curriculum and age- appropriate provision is made accordingly throughout all aspects of the curriculum and professional pedagogy

Assessment

There are no statutory requirements for Assessment in PSHE and Citizenship at the end of each Key Stage. However teachers are required to keep appropriate records of the progress of all pupils and report this to parents. Assessment should be active and participatory and we will endeavour to help our pupils recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding.

PSHE forms part of the Foundation Stage Profile at the end of Year R and pupils are assessed against the three strands: self- regulation, managing self and building relationships.

We will encourage our pupils to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Inclusion

At Hawley Primary School we will endeavour to take account of the different experiences, strengths and interests of our children and use strategies that overcome barriers to learning in order to maintain entitlement and equality of opportunity for all our pupils.

Resources

Teachers have full access to the PSHE association to support teaching and planning. Teacher's books and resources are held in a central source in the Staff Workroom and also in teacher's classrooms. We are constantly reevaluating the resources we have available in school to ensure that we have the most up to date resources, for example myHappy Mind and 1 Decision, in order to ensure they engage pupils and meet their needs against the backdrop of the curriculum.

Health and Safety

At Hawley Primary School we will encourage an awareness of general safety when placing and using equipment so that our pupils can explore and participate in learning opportunities to develop their positive citizenship skills. All teachers should be aware of the hazards of moving furniture and arranging it so that all children can see and participate appropriately.

Monitoring and Review

This policy will be monitored by the PSHE Coordinator and reviewed every five years by staff and
Governors as per the Policy Review Schedule