



# PSHE Policy

<b>Date written:</b> September 2023
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<b>Date adopted by Governors:</b>
<b>Reviewed:</b>
<b>Next Review Date:</b>

## Policy Amendments:

Review Date	Detail
Sept 2023	Referred to scheme of work EC Publishing

# **Sunnyside Academy**

## **Personal, Social and Health Education (PSHE) Policy**

### **1 Statement of Intent**

*At Sunnyside Academy we aim to provide exciting learning opportunities which motivate and engage our children by offering inspiring, accessible learning opportunities.*

*A range of teaching and learning opportunities will offer a differentiated, bespoke curriculum which celebrates each individual child's successes. Through their natural curiosity, we will strive to enable the development resilient, confident lifelong learners.*

### **2 Policy Content and Rationale**

This policy covers our school's approach to supporting our pupils to become informed, active and responsible citizens of the wider community. Our school ethos is strongly supported through, and embedded in the delivery of a whole school PSHE curriculum. We enable children to become healthy, independent and responsible members of society, and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British Values in their lives.

This policy was produced by the PSHE Co-ordinator through consultation with the Health and Well-Being team. Pupils have been involved in the creation of this policy through Student Voice where their needs and ideas have been discussed with pupils in School Council.

The Health and Well-Being team is responsible for monitoring the standards of children's work and the quality of teaching. The team supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. We allocate special time for our team to enable them to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Staff will have access to resources with EC Publishing and attend training to keep up-to-date with developments. The Health and Well-Being team will pass on any further information to staff as it becomes available.

### **3 Policy Availability**

Parents and Carers will be informed about the policy through the school website. It will be available for all to view. If anyone requires this policy in written format they may contact the school.

#### **4 Policy Aims and Objectives**

Our school mission statement, '*Everyone has the right to achieve their full potential in a caring and safe environment*' reflects what we hope to achieve in this area. We encourage our pupils to play a positive role in contributing to the life of the school. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council and House Captains. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse society.

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school;
- learn to make informed choices
- have opportunities to consider issues which may affect their own lives and the lives of others

#### **5 Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by ensuring all pupils and staff are aware of the ground rules before becoming involved in any sensitive discussions. Staff are careful to ensure their own beliefs and attitudes do not influence the pupils in PSHE.

All classes in KS1 and KS2 have an anonymous Worry Muncher for all pupils to share sensitive thoughts and information. Pupils know that staff will be sensitive whilst dealing with issues which may arise.

In order for all pupils to feel safe and be safe, these ground rules will be used throughout school during the delivery of Circle Time and the teaching of PSHE. They will be discussed at the beginning of every PSHE session.

- We listen to each other
- We do not say or do anything that would hurt another person
- We signal when we want to say anything and do not speak when another person is talking
- We may say "pass"
- If a game involves touch, we may watch before deciding to join in

This policy is linked to and informed by the school's Safeguarding policy.

## **6 Entitlement and equality of opportunity**

We promote the needs of all pupils in our school by ensuring every child has the opportunity to access PSHE education provision. Regardless of gender, culture, ability, SEN needs, all pupils are a part of our inclusive school and will therefore have access to an inclusive education. We will ensure that pupils with SEND receive access to PSHE through tailored activities relative to their needs. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Education Plans (IEPs) or SEN Support Plans.

Hearing Impaired (HI) and deaf pupils will participate in Deaf Studies as well as much of the PSHE curriculum, this will be tailored to their individual needs as assessed by the teacher.

Other pupils with SEND, including Visually Impaired (VI) and blind children, will be supported not only by the teacher, but in most cases a 1-1 Teaching Assistant.

## **7 Intended Outcomes**

As a result of our PSHE programme of learning, pupils will;

- Develop confidence and responsibility and make the most of their abilities;
- Understand they have an obligation to become active and responsible citizens promoting fundamental British Values;
- Develop healthy, safe lifestyles;
- Develop good relationships and respect the differences between people;

now and in their future lives

## **8 Teaching and Learning**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations, role play and problem-solving activities. These styles can be taught to the whole class or in small groups. We encourage the children to take part in a range of practical activities that promote active community involvement, e.g. fundraising, the planning of school special events i.e. summer fair. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as school nurse, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE.

## **PSHE curriculum planning**

We use EC Publishing Scheme of Work Planning Toolkit. This has 3 themes which KS1 and KS2 will follow. Our Communication Base (SCB) will include Deaf Studies alongside the Scheme of Work, which is relevant to our HI/deaf pupils.

The three Core Themes EC Publishing Scheme of Work Toolkit are, Relationships, Health and Well-Being and Living in the Wider World. The British Values are embedded into the core themes covered.

We teach PSHE in a variety of ways. Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of PSHE, much of the PSHE curriculum is reinforced through our religious education lessons and assemblies, including Celebration Assembly.

## **EYFS**

PSED (Personal, social and emotional development) is taught in Reception and Nursery as an integral part of the topic work covered over a two year rolling programme. As part of the Early Years Foundation Stage Framework, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and Development Matters. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development and promotes the SMSC development of all pupils.

PSED is broken down into three areas. These are 'Self Confidence and Self-Awareness', 'Managing Feelings and Behaviour' and 'Making Relationships'. However, PSED is covered in most areas of the EYFS and day to day teaching incorporates the range of skills needed to prepare pupils for KS1.

## **Timetabling**

Class teachers timetable their PSHE/Circle Time lessons in KS1 and KS2. Reception have timetables Circle Time sessions, which include a variety of activities.

Our provision is further enriched through activities and whole-school events and access to the Evolve Project which focuses on Online Safety. The school council representatives from each class meet termly to discuss school matters. They speak to other pupils around school and offer a 'pupil voice' in regards to issues and ideas.

## **Assessment**

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. Children may also be assessed through discussion and questioning and participation in groups. We keep records of the contribution to the life of the school and community in photograph and video form. These

assessments are measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We do not set formal examinations in PSHE. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'. General comments about PSHE will be included in annual reports to parents. Our Celebration Assemblies celebrate personal achievements in and out of school. EYFS children will be assessed in line with Development Matters and the ELGs, as set out in the Foundation Stage Profile. Formative assessments through observations by staff are an integral part of the learning.

### **Teaching Responsibility and Staff Training**

The Health and Well-Being team supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. We allocate special time for our team to enable them to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Staff will have access to resources with EC Publishing and attend training to keep up-to-date with developments. The Health and Well-Being team will pass on any further information to staff as it becomes available. We will use external speakers, where relevant, to support in the delivery of PSHE across the school. This will be managed by class teachers to ensure objectives and outcomes are appropriate. Such sessions will be used to enrich the PSHE programme, not to substitute the core teaching provision.

### **Confidentiality and Handling Disclosures**

Due to the nature of PSHE, pupils may seek advice or disclose personal information that staff will respond to appropriately. It will be made clear to all pupils that the classroom is not a confidential place to talk and that teachers and other staff cannot offer complete confidentiality. The ground rules will be reinforced in every session and all visitors will be informed of the school's policy, which they will be bound to.

If a pupil makes a disclosure we will inform the safeguarding team, either using the school's CPOMS system or by speaking directly to one of the Designated Safeguarding Officers. Depending on the importance of the disclosure, staff will make a judgement as to whether it goes straight to the Safeguarding Officers or typed onto CPOMS. This will usually be if a pupil is at risk because of the disclosure.

### **Responding to Pupils' Questions**

When pupils raise questions, thought will be given by staff as to how the question is answered. Staff will respect all questions asked by pupils and will try to be as honest and open as possible. Staff will consider the prior knowledge of all pupils before answering any questions. If they feel it is not possible or appropriate to answer at that time, staff will ask pupils to wait for the answer. It is possible to say to pupils, 'That is a good question and I need time to think about it to give you a proper answer.'

If a safeguarding question arises by an anonymous question, staff will address the whole class if they believe it is suitable.

### **Links to other school policies and areas of the curriculum**

This PSHE policy supports the following policies:

- Safeguarding Policy
- RSE Policy
- Online Safety/Computing policy
- Anti-bullying Policy
- Digital Citizenship Safeguarding Policy
- Preventing Extremism and Radicalisation Safeguarding Policy

Learning in PSHE classes will often link to the above policies. Staff will ensure that the relevant policies are read and adhered to.

### **9 Involving Parents and Carers**

Parents are able to read all policies on request from the school. The PSHE policy is available on the website. We communicate with parents/carers through letters and Parentpay and they are informed of any relevant information or external material from organisations who may visit. If a parent wishes to withdraw their child from PSHE education, they must write a letter to the Headteacher stating their reasons. They will be responded to as soon as possible.