

METHERINGHAM PRIMARY SCHOOL
PSHE POLICY – ‘Learning for Life’

RATIONALE

“You are braver than you believe and stronger than you seem and smarter than you think!”
AA Milne

“It is our choices, Harry, that show what we truly are, far more than our abilities.”
Harry Potter and the Chamber of Secrets
J.K. Rowling

“Kindness is a language that the deaf can hear and the blind can see.”
Mark Twain

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”
Nelson Mandela

“Oh, the Places You’ll Go!”
Dr Seuss

At Metheringham Primary School, PSHE is everywhere. It’s at the very heart of our school. It’s what we’re all about. From the moment you step into the building, you will begin to understand our culture and our PSHE/RSHE curriculum is a massive part of that. Through our robust PSHE culture and provision, we intend to develop qualities, skills, attributes and knowledge to thrive as individuals, in their relationships and empower them to keep themselves healthy, safe and prepared for work and life in the modern world. We believe that all children are entitled to high quality teaching and learning, which equips them with the skills, knowledge and understanding they need today and prepare them to be ‘Life Ready’ as they take the next steps in their educational journey and beyond into their futures.

BIG IDEAS

Families and Relationships

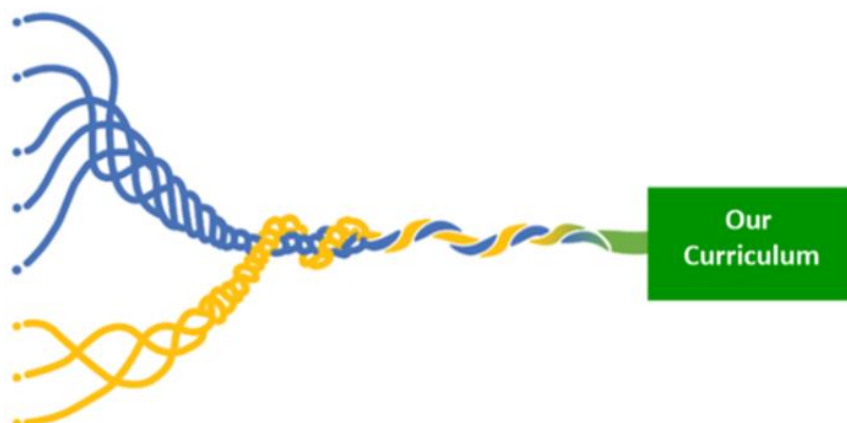
Health and Wellbeing

Economic Wellbeing

Citizenship

Safety and the Changing Body

Transition



INTENT - What we want to achieve

Intent is how we capture the heart of PSHE.

The intent of our PSHE curriculum is to deliver a broad, balanced and enriching curriculum, which is accessible to all and one that will maximise the outcomes for every child so that they know more, remember more and understand more. In doing this, we intend that our pupils will become healthy, respectful, safe and responsible members of a society, who understand how they are developing personally and socially, and give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up in the 21st Century. We provide a framework in which sensitive discussions can take place. We will prepare our children for puberty and give them an understanding of sexual development and the importance of health and hygiene. We will help pupils develop feelings of self-respect, confidence and empathy. We will do so by creating a positive culture around issues of sexuality and relationships. We will provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Through our Personal Development programme, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Throughout our PSHE programme, we aim to:

- Promote positive attitudes and enthusiasm for PSHE
- Understand the importance of having a healthy mind and a positive attitude
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Support children to develop a self-knowledge and self-belief so that they can succeed at school and in their life beyond. This is in line with our school ethos: Inspire, Believe and Achieve
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- Give children the opportunity 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.
- Allow children to understand and respect our common humanity; diversity and differences so that they can go on to form the positive and fulfilling relationships that are an essential part of life and learning.
- Provide a safe framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development, the beginnings of a new life and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 MUST Health Education under the same statutory guidance
- We MUST teach Relationships Education and our governors have agreed that we will teach Sex Education.
- Our teaching must take due regard of the Equality Act 2011

Our PSHE curriculum incorporates an age-appropriate understanding of RSHE, as set out in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

IMPLEMENTATION - How we are going to achieve it? Is it working?

At Metheringham Primary School, our school vision is woven into our PSHE curriculum. It is a living thing that children understand and can relate to. We strive to provide our children with learning opportunities across and beyond the curriculum through specific lessons, circle time, guest speakers, workshops, special school projects and other activities that enrich pupils' experiences. It encompasses what we want our children to be and provides them with the skills for life, eg: sense of belonging, self-worth, resilience, determination, critical thinking, global citizenship, a lifelong love of learning, problem solving, bravery to make mistakes, aspirational, open and considerate expression, good physical and mental health; the list is endless. Through our school vision and our PSHE curriculum, we empower children to move into the next phase of their life and beyond with the tools and the knowledge to make informed choices as mature functioning adults. The Kapow programme and the PSHE Association help us to do this through a clear focus across the school each term. There are always occasions where teachers may feel it necessary to teach PSHE outside of the planned lessons because of an issue which has arisen in their own class. Our learning environment reinforces the PSHE curriculum through questioning, vocabulary and discussion topics on our curriculum displays throughout school. We also use values Based Learning, British Values and SMSC objectives to provide these opportunities for children. Through life skills sessions, links with the local communities, fundraising opportunities, visitors and national and international events, we provide enrichment opportunities to contextualise learning. PSHE is an important part of our school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. We also foster a cross-curricular approach to PSHE to ensure coverage and opportunities for children to revisit and embed learning and to provide a varied, rich and spiral curriculum. Some of the PSHE units can be seen to be covered in Computing, RE or Science for example.

Our spiral curriculum has been designed to give children the opportunity to build upon prior learning and embed and apply new and old skills as they move throughout our school.

Regarding RSHE specifically, RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSHE are taught within the science curriculum and other aspects are taught within Religious Education (RE).

Our PSHE curriculum is supported by the children of Metheringham's voices and their PSHE/RSHE needs. We have developed the curriculum in consultation with pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so children are fully informed and don't seek answers online.

From EYFS to Y6, all children will experience weekly PHSE lessons. Kapow is implemented throughout the whole school during whole class PSHE lessons focusing on different topics each term and is embedded through all lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. It is also taught through our assemblies and school values: Determination, Resilience, Honesty, Friendship, Understanding, Co-operation, Respect and Responsibility.

Throughout our teaching, we deal with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Metheringham Primary School also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

All lessons begin with a learning review or retrieval practice to develop long-term memory.

Equal opportunities

All teaching and non-teaching staff ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances have access to and make the greatest progress possible in line with the Equality Act 2010. Children with special educational needs are taught the full PSHE curriculum, which is tailored by their teacher to meet their individual needs. Some children may receive additional support to help them take a full and active role in PSHE lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential.

IMPACT - How will we know we have achieved

The impact of a good PSHE education will enable children to reach their full potential – academically and personally. It will arm them with the knowledge and skills to become successful adults. All children understand the importance of PSHE, RSHE, SMSC and British Values and the effects it can have on life in and out of school, this is evident through regularly gathering pupil voice, PSHE coverage monitoring by the curriculum lead and pre and post assessment opportunities. We will know we have had an impact as we enter classrooms, go on learning walks, through pupil voice, in how they interact with their peers and adults and how they operate within our local community. We firmly believe that a meaningful PSHE curriculum is the key to children becoming caring, respectful and confident individuals. We hope that through our consistent, engaging and pupil focused approach that children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves successfully through modern life after they leave Metheringham Primary School.

ASSESSMENT

PSHE is about concepts that grow and develop over time and it doesn't really fit into the knowledge or cognitive science lens that other subjects do. However, as with any learning process, assessment of pupil's personal, social and emotional development is important. It can be a really powerful tool to gauge where pupils are at certain points in a lesson or within a unit of learning, which indicates pupil's progress and achievement and informs the development of the subject. Pupil assessment is informally carried out throughout a topic and considers a variety of observations and evidence from the teacher, peers and self-assessment. There are opportunities to record learning and progress in different ways. This includes a mixture of formative evidence; some maybe in learning books, most evidence will be in our class floor books and a summative picture of pupils learning e.g. display about a topic or presentation.

Monitoring and review

The PSHE Lead is responsible for:

- Reviewing children's learning and the quality of teaching and learning in PSHE
- Monitoring the planning and delivery of the curriculum
- Reviewing and contributing to planning where required to ensure full coverage
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues of current developments in the subject, providing advice and sharing resources
- Evaluating the strengths of the subject and highlighting areas for further improvement on the subject action plan

Monitoring of the subject will happen each 'big' term. It follows the whole school Subject Leader Monitoring Schedule and includes areas such as:

- Planning and learning looks
- Pupil voice
- Conversations with staff and parents
- Learning walks

- Research
- Assessment opportunities and gathering of evidence

Confidentiality:

Teachers cannot and should not promise total confidentiality. The nature of the subject is such that teachers may find themselves party to personal information which does not normally surface within the school environment. When a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on the request will be honored unless child protection issues, police investigation or the need for referral to external services become apparent in line with our Safeguarding Policy.

Parental involvement

At Metheringham, we recognise the importance of parents as partners and encourage their involvement in all aspects of learning. With regards to PSHE/RSHE, we share successes, achievements and behaviour. We share learning information regularly with parents and carers through the weekly newsletter, topic overviews, through termly parent consultations, through open days/mornings, assemblies, Seesaw (sharing platform) and Google Classroom.

This policy should be read in conjunction with

ENRICHMENT OPPORTUNITIES

First Aid workshops
Puberty workshops
Fire safety workshops
Various clubs and events
Assemblies
Themed Weeks

Written - Vicky Wilcox – January 2023

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