



PSHE Policy

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Nominated Governor:

Governor responsibility: Quality and Outcomes Committee

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Introduction

Heltwate School's Personal, Social, Health and Economic (PSHE) Education Policy is based on current Department for Education's statutory Relationships Education, RSE and Health Education guidance which sets out what schools must cover. This edition of the Programme of Study (updated January 2020) supports a comprehensive programme that integrates, but is not limited to, this statutory content. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE, see separate policy) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The statutory guidance is comprehensively covered by learning opportunities for each key stage across three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World',

Even though much of 'Living in the Wider World' is not included in statutory requirements, this core theme is equally important. PSHE will also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Statement of Intent

We must provide Personal, Social, Health and Economic (PSHE) education to all pupils at Primary and Secondary level.

As a school committed to life-long learning we believe that education for our students includes not only the subjects of the national curriculum, but more importantly communication, life and social skills. We aim therefore, to teach the students the skills necessary for self-care and living that others may take for granted. We want our students to become successful members of the wider community and actively promote inclusive educational opportunities for students from our school. This includes ensuring that there is a close partnership between ourselves and the wider community. Teaching and resources will be differentiated as appropriate to meet the needs of individual pupils in order to support them in making choices and keep safe whilst building positive relationships in school, home and the community.

PSHE at Heltwate School

At Heltwate we believe that our school creates an environment where all are proud of their achievements and personal respect and respect for others is at the heart of our community. Our PSHE provision is personalised and appropriate to meet the individual needs of our pupils based on their:

- Age
- Physical mental and emotional development
- Special educational needs and disabilities.

At Heltwate School we use the PSHE Association Scheme of Work to plan the sequence and theme of our PSHE curriculum throughout the school.

PSHE is not an isolated subject and is delivered developmentally as and when situations occur and also as an integral part of our school curriculum. As such, PSHE is addressed throughout every phase of school beginning with the Reception classes.

We strive to provide our pupils with the skills needed to lead a safe and healthy life where they are able to make their own, independent choices.

Pupils will develop their abilities to:

- Decide what is right and fair.
- Make choices.
- Respect rules and agreements.
- Contribute to decision making systems.
- Co-operate with others when playing or working.
- Understand risk with the knowledge and skills necessary to make safe and informed decisions.

PSHE enables pupils to understand their emotions, the needs of others, health, safety and wellbeing. Also providing our pupils with every opportunity to develop the knowledge, skills and understanding they will need to become caring and responsible citizens in a diverse and ever-changing society.

Principles and Values

At Heltwate School, we believe that PSHE should:

- Recognise and value the differences between people and communities.
- Celebrate personal development and achievement.
- Encourage our pupils to develop self-confidence.
- Encourage our pupils to develop safe and healthy lifestyles.
- Recognise that parents/carers are key in teaching their children about PSHE.
- Recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and be relevant to pupils at each stage in their development and maturity.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to our school aims.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.

Aims of PSHE Education

We aim to:

- Teach pupils strategies to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- Provide effective ways for pupils to communicate their feelings.
- Teach pupils to respect others opinions and points of view.
- Encourage acceptance of other feelings.
- Provide reassurance and a supportive environment.
- Teach pupils to develop responsibility for their actions and understand consequences for their actions.
- Support pupils to look out for their friends and peers.
- Develop skills (communication skills, language, decision making, choice assertiveness) and make the most of their abilities.
- Develop skills and attributes in order to make positive decisions to stay healthy, safe and to prepare them for life and work in modern Britain.

Our pupils will be given opportunities to:

- Direct their own learning.
- Work individually and with others.
- Take part in discussions and vote about specific issues.
- Take responsibility and care for the school environment.

Equal Opportunities

All pupils access PSHE teaching appropriate to their age and developmental level to meet the individual needs of our pupil population.

The teaching of PSHE is taught through a combination of specific sessions within the timetable (weekly lesson for a half term per each full term) and themes are reinforced throughout the school day (such as managing feelings, developing friendships and personal health and hygiene) as they arise.

Differentiated teaching will:

- Equip our pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Support pupils in making effective transitions, positive learning and career choices, and achieving economic wellbeing.
- Provide opportunities for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them.
- Support pupils in developing their confidence, resilience and self-esteem.
- Support pupils to identify risks, making informed choices about what may influence their decisions.
- Support pupils to manage emotions and to communicate constructively.
- Develop an understanding of themselves, empathy and the ability to work with others.
- Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Statutory Guidance

Statutory guidance on what should be taught covers three main themes; health and wellbeing; relationships; living in the wider world.

PSHE will, as appropriate, focus on

- Self-awareness.
- Self-care, support and safety.
- Managing feelings.
- Changing and growing.
- Healthy lifestyles.
- The world I live in.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. As they move through the primary phase, the curriculum builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS), developing effective relationships, assuming greater

personal responsibility and managing personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes, introduces them to a wider world and enables them to make an active contribution to their communities.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to upper school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

PSHE is taught in conjunction with our RSE curriculum across all Key Stages.

The Role of Parents

We wish to build a positive and supportive relationship with the parents/carers of pupils at our school, through mutual understanding, trust and cooperation.

Parents will be involved in their children's learning through:

- Heltwate School website
- Home/school agreements
- EHCP annual reviews
- Class Dojo
- Earwig
- Homework
- Curriculum forecasts
- Invitations to Christmas Concerts, Harvest Festivals, Parents' Evenings, Mother's Day and Fathers' Day events, Macmillan Coffee Mornings, school discos and Sports Days
- Friends of Heltwate, (Heltwate's PTA), which organises social events including Fish and Chip Suppers/Summer BBQ etc
- Annual parent/carer view surveys

In promoting this objective, we:

- Inform parents/carers about PSHE policy and practice.
- Answer any questions that parents/carers may have about the PSHE education of their child and give them opportunities to discuss their views and beliefs.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for PSHE education.
- Inform parents/carers about the best practice known with regard to PSHE to ensure teaching in school supports the key messages that parents/carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, pupils benefit from consistent messages about the themes covered in their PSHE learning.

Knowledge and Skills

PSHE provides knowledge, and acquisition of skills and attitudes which supports pupils in managing their lives in a responsible and healthy way.

Pupils are helped to develop the following skills:

- Communication
- Assertiveness
- Decision-making

Pupils are helped to develop knowledge of:

- Feelings and emotions
- Health and wellbeing
- Relationships
- Social skills
- The wider world

Cross-Curricular Delivery of PSHE

Other opportunities for PSHE coverage will be available through the following additional activities:

- Whole school and area assemblies.
- Eating together at lunch times.
- Charity days including Children in Need, Comic Relief, Jeans for Genes, Macmillan Coffee Mornings and Sports Relief.
- School Council.
- Day trips and visits to local places of interest.
- Residential visits.
- D of E including expeditions/camping.
- Heltwate School Website.
- Newsletters to parents.
- Musical and drama performances at school (Christmas Concerts, Harvest Festivals, Mothers' Day and Fathers' Day Events).
- Leavers Prom and Presentation Evenings.
- Performances and pantomimes at local theatres and in school.
- Dancing at the Cresset Theatre with pupils from Peterborough Schools.
- Trips to cinemas (Into Film).
- School discos.
- Annual Sports Days.
- Inter House competitions – E.G. Art, Athletics, Football, Gymnastics, Juggling, Hula Hooping, Kwik Cricket, Photography and Skipping.
- Inter-school sports tournaments.
- Swimming lessons at local pools.
- Horse riding at Grasslands Equestrian Centre.
- Work experience.
- Democratically voting for Head Boy and Head Girl

Monitoring and Evaluation of Personal, Social, Health and Economic Education

The PSHE Coordinator will oversee, organise and evaluate PSHE, in the context of the overall planning for and monitoring the quality of teaching and learning.

Assessment, Recording and Reporting:

Parents are informed of progress and attainment via the following documents:

- End of year reports
- Individual Learning Plan (ILPs / termly targets)
- Education, Health & Care Plans (EHCP)

Monitoring and Evaluation:

Progress made by individual pupils will be regularly updated on Earwig throughout their time in Heltwate School. This data is recorded and the resulting information is sent home to carers and parents. In addition, teachers will report on pupils' progress to parents during Education Health Care Plan review meetings and during parents' evenings.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's PSHE policy, and on staff development, training and delivery.

Ofsted guidance emphasises the need for high quality provision through a broad and rich curriculum, and aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds.

The Personal Development judgement requires evidence that schools have worked to prepare young people for the next step in their education and their later employment. It's hard to envisage how a school could do this well without a comprehensive and thoroughly planned PSHE education programme.

Links to other policies:

Account has been taken of the Anti-Bullying Policy, Child Protection Policies and Relationship and Sex Education, (RSE) policy.

Budget: Subject to review annually. The coordinator is required to take account of the School Improvement Plan and then complete their subject development plan and budget request accordingly.

Role of the Governing Body

The Governing Body has:

- Delegated powers and responsibilities to the Head Teacher for all school personnel to comply with this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring policies are made available to parents.
- Nominated a link governor to visit the school regularly, to liaise with the Head Teacher and to report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head Teacher

- The Head Teacher will:
- Ensure all school personnel are aware of and comply with the PSHE and policy requirements.
- Monitor the effectiveness of this policy.
- Annually report to the Governing Body on the success and development of this policy.

Role of School Staff

School Staff are expected to:

- Comply with this policy.
- Develop planning from the PSHE Association Scheme of Work, linking to the Development matters strand 'Understanding the World'.
- Develop and deliver planning linked to Accreditation for KS4 learners.
- To ensure work for Accreditation is marked and recorded appropriately and sent away to be externally moderated.
- Ensure lessons are supported by high quality resources.
- Ask for resources to be ordered which will benefit the learning of individuals, the class, or the school as a whole.
- Teachers and support staff are to ensure all work is differentiated according to levels and physical needs of all children. Where possible symbols will be used to support reading and writing, within the PSHE curriculum, to ensure all children can access all learning opportunities.

Role of Pupils

Pupils are expected to:

- To take part in all lessons and try their best.
- To look after all school resources.
- To listen to adult instructions at all times when taking part in lessons.
- To adhere to all health and safety rules as set by teachers.

Review and Monitoring

This Policy will be reviewed annually allowing for any changes in the ethos of the school.

Teaching of PSHE will be discussed with Senior Management, regarding any modifications deemed necessary.

We will raise awareness of this policy via:

- The School Handbook/Prospectus
- The School website
- The Staff Handbook
- Reports, such annual report to parents and Head teacher reports to the Governing Body