

Ripponden J&I School



PSHE Policy SEPT 2020

INTENT

Personal, Social and Health Education (PSHE)

The intent of our PSHE curriculum is to provide a relevant and structured scheme of work that ensures that the children at Ripponden J and I School are healthy, socially adept and responsible members of society. By the time they leave us in Year 6 they will have developed the knowledge, skills and understanding to lead confident, caring and healthy lives, and will be informed and knowledgeable about the importance of personal and social education.

Aims:

- Promote school values as described in our 'Branch Out' school philosophy
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health
- How to stay safe online

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 teach health education under the same statutory guidance

IMPLEMENTATION

What we Teach

As stated above, we're required to cover the content for Relationships Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on the school website.

For other aspects of PSHE, including Health Education, see the attached curriculum map for more details about what we teach in each Key Stage.

Early Years Foundation Stage (EYFS)

The EYFS provision for PSHE forms a secure platform on which our children continue to develop. Our EYFS setting ensures the children understand what makes them feel safe and secure and settled in school. The staff are experts at following the children's interest whilst establishing routines and structures that promote emotional and social wellbeing. They learn specifically about family relationships as well as learning about friendships and what it means to be kind. Turn taking, sharing and appropriate social interactions are all explicitly taught through the EYFS play based curriculum.

Key Stage 1&2

Children have the opportunity to develop the knowledge of PSHE they have acquired in the EYFS. As they progress through key stage 1 and 2 they learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. We recognize that the PSHE curriculum must to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education assists children to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

All children will learn:

Relationships

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

Living in the Wider World

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives

8. A basic understanding of enterprise

Health and Wellbeing

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

How we Teach

Our PSHE curriculum covers three areas:

- Relationships
- Living in the Wider World
- Health and Wellbeing

PSHE is taught according to our long term plan (appendix) and we use a half termly question approach for each year group. Each year group covers their half termly question through a series of lessons, usually weekly. We promote a safe emotional environment in which sensitive issues can be discussed openly and honestly. We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PSHE experiences. We exploit PSHE's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

At Ripponden J and I School we use the PSHE Association resources as a guide to our PSHE provision and adapt resources as appropriate for our cohort of pupils. The overarching concepts within the PSHE curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)

- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)

Inclusion

At Ripponden J and I School we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children’s needs. Pupils on the Special Educational Needs register may have specific PSHE related targets where a priority is appropriate.

IMPACT

Assessment and Reporting

There is no formal summative assessment of PSHE. However, our expert teaching staff observe children during lessons and adapt their teaching style, content and resources to ensure that the PSHE is accessible to all.

PSHE is reported to parents at parents evenings (2 per year) and as part of the written annual report.

Roles and Responsibilities

The Governing Body

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE

- Monitoring progress
- Responding to the needs of individual pupils

Lucy Taylor is the named subject leader for PSHE and reports to the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring Arrangements

The delivery of PSHE is monitored by **Lucy Taylor** our Deputy Headteacher and is done through

- Talking to pupils
- Learning walks
- PSHE workbooks

Links with other policies

RSE policy 2020
 Behaviour and Attendance Policy
 Teaching and Learning Policy
 Branch Out Philosophy
 Any others Lorraine?

Date of Ratification:		Signed: <div style="text-align: right;">(HEAD TEACHER)</div> <div style="text-align: right;">(CHAIR OF GOVERNORS)</div>
Review date:		Signed: <div style="text-align: right;">(HEAD TEACHER)</div> <div style="text-align: right;">(CHAIR OF GOVERNORS)</div>