

Plumtree School's PSHE Education Policy

Context and rationale

This policy covers our school's approach to Personal, Social, Health and Economic (PSHE) education. It was produced by the PSHE Leader through consultation with the Head Teacher, Deputy Head, DSL, and all teachers in school. Consultation took place in a staff meeting where all staff had the opportunity to contribute their ideas. Pupils have been involved in the creation of this policy through discussion in circle times.

Availability

This policy is available to parents through the school website and school office and will be communicated with parents from the time their child starts at Plumtree.

Aims and objectives.

The PSHE education at Plumtree School works alongside all other aspects of our curriculum and our whole school values and reward system to enable children to become happy, healthy, independent, and responsible members of society. The curriculum aims to develop children's confidence, self-esteem, and awareness to:

- Actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Promotes tolerance and respect of all faiths (and those with no faith), cultures and lifestyles through effective spiritual, moral, social, and cultural development.
- Make the most of their abilities.
- Play an active, positive role as citizens in a democratic society.
- Understand and develop good relationships with each other and all members of the school and wider community.
- Have respect for each other and the differences between people.
- Develop a healthy and safe lifestyle.
- Understand what affects mental health and ways to take care of it.
- Have an understanding of the role that money plays in people's lives and begin to understand the meaning of financial risks.
- Make informed choices regarding personal and social issues – be responsible members of the school community.

Creating a safe and supportive learning environment

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback.

At Plumtree School we will create a safe and supportive learning environment in the following ways:

- In circle time activities, working with pupils to establish ground rules about how they will behave towards each other in discussion.
- Providing opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class.
- Being cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies, and the law.
- Being sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues.
- Always working within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Linking PSHE education to our school values (ROOTS) and whole school reward system e.g. Head Teacher Award Cards, Y6 Leadership cards, Values Tokens, Team Points, Star of the Week.
- Making pupils aware of reliable sources of support both inside and outside the school

All staff teaching PSHE will be supported by the PSHE Leader, DSL, and Head Teacher.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by consulting with the DSL and Head Teacher.

This policy is informed by the school's safeguarding policy.

Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance by ensuring PSHE is inclusive and meets the needs of all our pupils. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language, to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and celebrate our differences and similarities as part of our whole school values. We expect our pupils to always treat others with respect and kindness. We use PSHE education to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs and ensure that pupils with SEND receive access to PSHE. We will not exclude access to PSHE for any pupil.

Pupils below compulsory school age have a programme of activities appropriate to their age.

Intended outcomes

The learning outcomes of our programme of learning will be that pupils will:

- Be tolerant and respectful members of the school community and society and have the skills to develop positive relationships with their peers, school staff and wider community.
- Be respectful to other people, understanding that it is against the law to discriminate against someone because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation (protected characteristics set out in the 2010 Act (a)).

- Play an active, positive role as citizens in a democratic society and have a knowledge and understanding of British values.
- Develop healthy and safe lifestyles where they can make informed choices regarding personal and social issues including keeping safe online.
- Understand what affects their mental health and know ways to take care of it.
- Understand the role that money plays in people's lives and begin to understand the meaning of financial risks.

Learning and teaching

Teachers will use the PSHE Association's Thematic Programme of Study as a long-term and medium-term plan, then produce more detailed lesson plans, tailoring the content and design to meet the needs of their pupils.

Our PSHE programme will be taught through a range of teaching methods and interactive activities such as circle time, class discussions, role play, quizzes, enterprise projects and information sharing including those resources recommended by the PSHE Association. A variety of learning methods will be employed to best engage children, being sensitive to different learning needs including SEND. PSHE usually takes place with the pupils' usual class teacher. A visitor such as a D.A.R.T. officer (Y5 & Y6), at times, may supplement the PSHE curriculum as a planned event with the teacher present. Lessons will be differentiated by adapting resources and using carefully planned questions and activities to ensure all children can access the lessons.

High quality resources will support our PSHE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school values. PSHE education lessons will link and complement learning in many other aspects of the curriculum for example Computing, History, Geography and RE.

Finding out pupils' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These will be explored by using baseline assessment activities such as: individual, small group or whole class mind-mapping; using photographs or pictures as a stimulus for a brainstorm and storyboards to illustrate current strategies for managing a given situation.

In PSHE lessons teachers will set ground rules to encourage positive respectful behaviours and to help build confidence, such as in circle time the right to 'pass' if a child does not want to share ideas in a discussion. When discussing sensitive issues as a class, children will be encouraged not to use names but to say 'someone I know' to protect confidentiality. If a pupil makes a disclosure or seeks specific advice on a personal issue the teacher will follow this up with the child in line with the school's Safeguarding policy.

Pupils will be encouraged to reflect on their own learning and progress in lessons; teachers in Year 5 and 6 for example make a box available in which pupils can place anonymous questions or concerns. In Year 3 and 4 they have a 'worry monster' where children can ask anonymous questions and share worries that the teacher will address appropriately.

Assessment in PSHE will include marking of children's work, informal observations, self-assessment, and peer assessment. PSHE will be reported to parents in the annual summer term individual report within PSHE.

An overview of the learning in each year group can be found in the Programme of Study.

Teaching responsibility and staff training

The programme will be led by the PSHE Leader and will be taught by all class teachers. It will be supported on occasion by other professionals such as visitors from charities such as the NSPCC. Teachers responsible for teaching PSHE will receive training organised by the Head, Deputy, DSL or PSHE leader. The PSHE leader will share any available CPD opportunities with staff and pass on key information and updates on the PSHE curriculum in staff meetings. We will use external contributors when it is considered that it is of educational benefit to the pupils for example a DART (Drug, Alcohol, Resistance Training) officer. When using external speakers to deliver aspects of our PSHE programme we will ensure a class teacher is always present and will be required to sign in and have their DBS and Personal ID (e.g. driver's license) checked before starting. They will also need to have read and understood KCSIE 2020.

Safeguarding

Teachers are aware that effective PSHE, which sometimes involves discussion of emotions and well-being, can lead to a disclosure of a child protection issue. Teachers will consult any concerns with the designated safeguarding lead (DSL) and in his /her absence their deputy.

The role of parents

All school policies are available to parents through the school website and will be communicated with parents from the moment their child starts at Plumtree. We are committed to working with parents and carers as the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of PSHE'.

We will notify parents about the PSHE topics being taught in each year group in the termly overviews emailed to parents.

Monitoring, reporting and evaluation:

Teachers will critically reflect on their work in delivering PSHE within their Key Stage Teams and in discussion with the PSHE Leader during whole school monitoring.

Pupils will have opportunities to review and reflect on their learning during lessons. This will often take place during the plenary stage of the lesson and at the end of topics and may take the form of self-assessment traffic light symbols, marking ladders, informal group or class discussion or anonymous reflections using the boxes provided by the teacher.

Pupil voice will be influential in adapting and amending planned learning activities, this may be directly through feedback to the class teacher during the topic, via the School Council or during monitoring pupil-feedback activities with the PSHE leader.

PSHE policy review date:

This policy will be reviewed in September 2024
Phil Simpson
Headteacher