



The Federation of North and South
Cowton Community Primary School and
Melsonby Methodist Primary School



Personal, Social, Health and Education Policy

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Method of Communication DB and hard copy policy folder			

Introduction

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. At Melsonby Primary School, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. 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. We teach them about rights and responsibilities. They develop key insights into the 'Fundamental Principles' of British Values and they learn to appreciate what it means to be a positive member of a diverse multicultural society.

At Melsonby, we understand that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and to foster self-esteem and independence in a happy and caring atmosphere. We encourage and support all students to develop an understanding of the ever-changing world in which we live, to develop the skills necessary to take an active role in both their local community and wider community and to manage their life effectively - the teaching and learning of PSHE is instrumental to this.

We take a systematic approach to PSHE education, with discrete weekly PSHE lessons being taught from EYFS and going right through school up to Year six. Additionally, PSHE education is always taking place in school, reflected by the wider school ethos, the nature of relationships with and between staff, and wider school environment and activities, e.g. fundraising days for local and national charities.

Aim

The purpose of this policy is to explain the aims of Personal, Health and Relationship education (PSHE). This policy helps to ensure that the whole school community, parents, staff, governors and pupils have a shared understanding of this area of the curriculum.

Through our PSHE education we aim to:

- Develop children's knowledge and understanding of what constitutes a healthy lifestyle, both physically and mentally
- Develop pupils' self-esteem and resilience so they are prepared for any future challenges
- Make children aware of dangerous situations and how to keep themselves safe
- Explore how to develop and maintain healthy and positive relationships with others
- Ensure children have respect for others and understand their own rights and responsibilities, both within school and on a national and global scale.
- Encourage children to be independent and responsible members of their school community and wider society
- Be positive and active members of a democratic society
- Make informed choices regarding personal and social issues
- Equip pupils with vital communication skills, including advocacy, negotiation and persuasion.
- Acquire British values and attitudes, which are necessary if they are to make sense of their experiences within school and life itself
- Value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen.

Moral and values framework

The PSHE programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self;
- Respect for individuals and human rights;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community;
- The value of family life;
- Freedom from exploitation and prejudice; and
- Acceptance of minority groups.

Equal opportunities statement

Melsonby is committed to the provision of PSHE to all children. Our programme of teaching and learning aims to respond to the diversity of modern Britain. Equal time and provision will be allocated for all groups but there may be occasions where children with SEN are given additional support to enable them to access the content of the PSHE education.

Teaching and Learning:

PSHE will not only be delivered as discrete, in-class lessons, but further fully embedded in all curriculum areas (for instance within the wider curriculum) and in whole-school areas such as assemblies.

Teaching responsibilities are arranged as follows:

- PSHE will be coordinated by the PSHE coordinator/post holder
- All members of staff are committed to delivering the programme and it is each teacher's responsibility to plan and deliver PSHE lessons for their class.
- External Visitors: Visitors will complement but never be used to substitute or replace planned provision.
- School Nurse: The school nurse may be involved in the delivery of PSHE education when appropriate, particularly in Key Stage 2.

Further teaching and learning may take place within and across other subject areas (e.g. discussing relevant themes and morals of books in English lessons, debates clubs etc.), assemblies, and other whole school activities (e.g.: anti-bullying week).

Assemblies

Each week during whole school assemblies the achievements of pupils are celebrated with a 'Star of the Week' from each class, in addition to specific subject awards and musical and sporting accomplishments. We acknowledge and celebrate a wide array of religious and cultural events throughout the year, including Christmas, Eid, Diwali, and Chinese New Year. This allows children to learn about and appreciate the cultures and beliefs of other religions as well as practicing their own as Methodist Christians. Pupils often take part in such whole-school assemblies, sharing their experiences and passions with the rest of the school and allowing them to develop public speaking skills. Assemblies are also used to discuss and raise awareness of initiatives and fundraising campaigns in wider society, such as Children in Need, and Act of Kindness Day. Additional PSHE values, such as the importance of friendship and respect, and caring for property and the environment, may also be introduced and explored within both whole school and Key Stage assemblies.

Dealing with difficult questions

Staff are aware that views around PSHE related issues are varied. However, while personal views and opinions are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion.

Questions are answered taking into consideration the age, attitude and maturity of the children concerned. Questions do not need to be answered directly but can be addressed individually later. Melsonby Primary School believes that individual teachers must use their skills in this area and liaise with the Safeguarding Lead if any concerns arise. Teachers will answer questions, when appropriate, with honesty and support.

Child Protection / Confidentiality

Teachers need to be aware that effective PSHE, which encourages open dialogue and consideration of potentially sensitive issues, may lead to disclosure of a child protection issue. Whilst as a rule, children's confidentiality is maintained by the teacher. If the teacher believes a child is at risk or in danger, they will talk to the Designated Safeguarding lead in line with Melsonby's safeguarding procedures for child protection. The child concerned will be informed that confidentiality is being breached and the reasons why.

The child will be supported by members of staff during this process.

Single gender groups

Children will be taught in mixed and single gender groups as appropriate

Specific issues statements

All the issues highlighted in this section will be addressed while respecting the values of pupils' communities, and pupils encouraged to discuss the issues with their parents/carers and families if they are able.

Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the School Nurse or other visiting Health Professionals.

All input into PSHE teaching and learning is part of a planned programme which is negotiated and agreed with staff in advance. Visitors to school are familiar with and understand the school's policies and work within it and the clear guidelines set out. The subject leader will ensure that the programme set out and taught is continually in line with government requirements.

The school upholds positive beliefs about diversity and wants to ensure pupils are not bullied or discriminated against. Young people need to know that they will meet a diverse group of people in their lives through work, leisure, family and friends. In line with the school's strict policy on preventing bullying, children will learn that slang terms used socially which refer to protected characteristics are unacceptable and a discriminating form of behaviour which will not be tolerated.

Parents/Carers have the right to withdraw their children from PSHE lessons where the focus is Sex Education (with the exemption of those parts included in the statutory Science National Curriculum), however pupils cannot be withdrawn from PSHE lessons where the focus is on relationships. Those Parents/Carers wishing to exercise this right are warmly invited to see the head teacher and subject leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

Communication of the policy

All staff members and governors will receive a copy of this policy. Training is regularly delivered to staff on policy content. Copies of the PSHE policy are available from the school office on request from parents or available to download from the school's website. The PSHE subject leaders facilitate the gathering of policy feedback from parents, staff and children during review times.

Monitoring and Evaluation

The Head teacher and PSHE Subject Leader will monitor the effectiveness of this policy on an annual basis. The effectiveness of the PSHE programme will be evaluated by assessing children's learning and implementing change if required. The Head teacher and PSHE Subject Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.

Links to other policies:

This policy is linked with the following policies:

Equality

Safeguarding

Teaching and Learning

Science

Behaviour

Anti-Bullying

Sex Education

Areas of study

By the end of KS1 children should be taught:

Developing confidence and responsibility and making the most of their abilities

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- To recognise, name and deal with their feelings in a positive way.

Preparing to play an active role as citizens

- To recognise choices they can make, and recognise the difference between right and wrong;
- To agree and follow rules for their group and classroom, and understand how rules help them;
- To realise that people and other living things have needs, and that they have responsibilities to meet them;
- That they belong to various groups and communities, such as family and school;
- To contribute to the life of the class and the school.

Developing a healthy, safer lifestyle

- How to make simple choices that improve their health and well-being;
 - To maintain personal hygiene;
- How some diseases spread and can be controlled;
- About the process of growing from young to old and how people's needs change;
- The names of the main parts of the body;
- Rules for, and ways of, keeping safe (including online safety)...and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

- To recognise how their behaviour affects other people;
- To listen to other people, and play and work cooperatively;
- To identify and respect the differences and similarities between individuals, families and communities;
- That family and friends should care for each other.

Breadth of opportunities

- To ask for help.

By the end of KS2 children should be taught:

- Developing confidence and responsibility and making the most of their abilities
 - To talk about their opinions, and explain their views, on issues that affect themselves and society;
 - To advocate for themselves in an appropriate manner, and to be able to persuade and negotiate when necessary
 - To recognise their worth as individuals by identifying positive things;
 - To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
 - To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.

Preparing to play an active role as citizens

- That there are different kinds of responsibilities, rights and duties at home, at school, in the community and globally, and that these can sometimes conflict with each other;
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand and empathise other people's experiences;
- To be able to present their own views in a sensitive and non-confrontational way, and understand that others may have different views and opinions
- To explore how the media present information.

Developing a healthy, safer lifestyle

- About how the body changes as they approach puberty;
- To recognise and assess the risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and employ basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people

- That their actions affect themselves and others, to care about people's feelings and to try to see things from their points of view;
- To be aware of different types of relationships in a modern British society and to develop the skills to be effective in relationships;
- To understand that the fundamental values underpinning all positive relationships are love, care and respect.
- Understand that differences and similarities within relationships may arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender, sexual orientation and/or disability.
- To know where individuals, families and groups can seek help and support if needed