



Highley Primary School

PHSE Policy

Review Date: October 2023

Next Review date: Autumn 2024

Aims

This policy covers our school's approach to PSHE education at Highley Primary School.

At Highley Primary School, 'Personal, Social, Health and Economic (P.S.H.E.) education' is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos.

This policy reflects Highley Primary School's aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for the opportunities and experiences of life.

Our PSHE education programme is underpinned by the school values of **Respect, Responsibility and Resilience**.

We aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. We believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010. Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a curriculum that will be delivered age appropriately.

*This policy should be read in conjunction with our RSE Policy.

Our programme

We have chosen to adopt the PSHE Association thematic approach for our planning.

The PSHE Association is a recognised professional body, which supports PSHE Education in schools (see appendix 1). In addition, our planning is supported by many of the accredited resources available on the Association site. Where possible, teachers use the recommended resources to ensure a consistent, quality-mark resource.

However, we also recognise it is important that our curriculum offer reflects the needs of our community and where possible, we try to incorporate this into our plan.

Examples include: water safety, dental health, healthy eating, substance abuse, road/ cycle safety and anti-social behaviour.

Statutory elements of RSHE are addressed in our programme.

How we deliver our curriculum

This is done in a variety of ways: through a series of discrete lessons, assemblies and needs-led discussions in class. We also take the opportunity to address some of the teaching through cross-curricular links, for example, E-safety (computers), conservation (science/ topic), leading active lives (P.E.).

The expectation is that one lesson weekly is delivered (via any of the means described above or combination of), but flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur in an age- appropriate way.

All pupils have 'Journals' in which they can record their reflections from their learning and this may be at the beginning or end of a unit as a form of assessment and as a means by which children can reflect upon key aspects of their personal development.

We use 'Picture News' as a means of addressing current affairs with relevant and meaningful links to British Values at an age-appropriate level. It promotes the opportunity for our children to discuss, debate and

form opinions. In addition, it teaches children respect, tolerance and encourages the children to celebrate differences.

Other opportunities to support learning, include:

We have an active School Council which are elected democratically at the beginning of each school year. In addition, we have Eco-Councillors and Sports Ambassadors who promote many aspects of our P.S.H.E. curriculum.

We offer residential visits annually for pupils in KS2, where there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills (Currently, Arthog: Upper Key Stage and Pioneer: Year 4)

We have the **Highley 100+ programme** which enables children to enjoy experiences from and beyond their immediate environment to enable them to learn and try out different activities, which they may not experience. This is based on the DfE Activity Passport, which as a school, we have made bespoke to our community.

We regularly participate in curriculum days such as mental well-being, anti-bullying week and internet safety day.

Roles and responsibilities

The governing body

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

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

Staff

- PSHE Lead is Lisa Butler
- Teaching staff are responsible for:
- Delivering PSHE in a sensitive way
 - Modelling positive attitudes to PSHE
 - Monitoring progress
 - Responding to the needs of individual pupils

Pupils

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

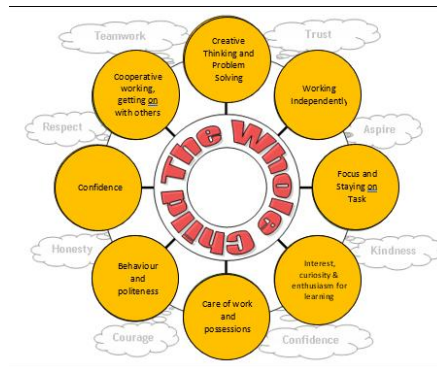
Parents/ carers

We will communicate with parents and carers through our school website, School's Social Media as well as letters to parents and discussions during parent meetings and Parent Council. As a school we feel it is important to keep parents informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home.

Monitoring, reporting and assessment at Highley Primary School

Monitoring of PSHE is carried out by the PSHE Lead through learning walks, evidence in journals and/ or evidence books, pupil discussions and questionnaires. We understand that PSHE cannot be assessed in the same way as traditional subjects. We have taken guidance from the PSHE Association in how we do this in school.

PSHE education is reported to parents in end of year reports in terms of 'The whole child' as detailed below:



Teaching Responsibility and Staff Training

PSHE has a designated Lead who regularly monitor the subject and attends CPD/ Network meetings offered by the Local Authority. Staff meetings regularly address areas of the PSHE curriculum and as a school we offer support and training through: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to. For any sensitive subjects within RSE that are planned to be delivered, parents will be informed prior to the lesson (see RSE Policy).

Safeguarding at Highley Primary School

We understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy will apply and the normal channels of recording concerns via CPOMS. All external contributors will be informed of our safeguarding policy prior to working with the children.

As with any concerns raised by an adult or child, staff are given guidance on answering sensitive and difficult questions; if the question raises potential safeguarding concerns, staff should respond in a way that will allow them time to seek advice from DSL.

Links to Other School Policies includes:

- Child protection/safeguarding
- Extremism
- Anti-Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Attendance
- Behaviour

- Inclusion

- School Visitors