WEST TYNE CHURCH SCHOOLS FEDERATION

PSHE – (Personal Social Health Economic) Policy

Our Identity…..

'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy

1:7 Our

Vision..... Inspire, Support, Believe, Achieve

Our Mission.....

Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

The Federation is committed to the personal development of all involved and aim to provide life-long learning.

We aim to provide extended facilities in both our schools in order to support each child on their learning journey.

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provided a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools from September, 2020. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE. The findings gathered from the process informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department consulted. The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers will come into force in September 2020. The Relationships Education, Relationships and Sex Education

and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. We are confident that our programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way.

This PSHE policy is informed by existing DfE guidance on

• Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)

• Preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)

• Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Head Teachers, school staff and governing bodies, September 2012)

• Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 Keeping Children Safe in Education, 2019)

• Equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

• Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

• Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

• SEND code of practice: 0 to 25 years (statutory guidance)

• Mental Health and Behaviour in Schools (advice for schools)

• Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

• Sexual violence and sexual harassment between children in schools (advice for schools)

• The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

• Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

• National Citizen Service guidance for schools

Aims and Objectives at West Tyne Church Schools Federation

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
In our school we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using a mindful approach to PSHE.

Pupil learning intentions:
PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:
- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation

Curriculum

WTCS also has a separate policy for relationships and sex education. This policy gives further details about what and how we teach in this subject and can be found on the school website.

Term	Theme	Content
Autumn Term 1	Being Me	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn Term 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Spring Term 1	Dreams, Goals and Aspirations	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring Term 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer Term 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
Summer Term 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change

(see Appendix 1) for a more details about what we teach across school ach year, including long-term plan.

Teaching and learning

PSHE lessons take place discretely 10-12weeks of each term and are a minimum of 40 minutes long in KS1 and 60 minutes in KS2. Lessons are based on the six core themes of being me, celebrating difference, dreams, goals and aspirations, healthy me, relationships, changing me. Each session will be structured into these sections: Hallie's charter; connect us; calm me; open my mind; tell me or show me; let me learn; help me reflect. There is a school assembly at the beginning of each theme to introduce them to the whole school. National initiatives such as Safer Internet Day and Anti-Bullying Week are also part of the assembly timetable and PSHE teaching. Class teachers are responsible for the delivery of the PSHE curriculum. There may be occasions where visitors are invited into school to supplement the teaching which takes place, e.g.people who help us in the local community, recycling officers from the local council etc.

We teach all aspects of PSHE to all children regardless of ability or special educational needs and/or disability. PSHE forms an integral part of the school curriculum and we provide learning opportunities that enable all children to make progress, by setting suitable learning challenges and responding to each child's different needs.

By providing a range of resources drawn from many different sources, and based on the guidance of the PSHE Association, we believe that our teachers are equipped to deal with controversial topics or difficult questions from pupils. Each year group will have their own Hallie's Pup to help them with their PSHE learning.

Staff know the children they teach well and are therefore more likely to be aware of any additional needs, support or particularly sensitive topics for their classes. Staff are aware of the requirements

for teaching PSHE and deliver the materials professionally without personal beliefs or attitudes influencing teaching.

Teaching and learning takes place largely as a whole class, but may also involve small group, paired or individual work, depending on the nature of the lesson.

The expectations for the teaching of British values were set out by the DfE (2014) with guidance that aims to help schools understand their responsibilities in this area: "All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs." Pupils at WTCS learn how society is organised and governed; we ensure that they experience the process of democracy in school through extra-curricular activities such as the School Council, Young Leaders, Sports Leaders and Eco Council.

We teach them about rights and responsibilities; they learn to appreciate what it means to be a positive member of a diverse multicultural society.

As part of the PSHE curriculum:

- we nurture and support the spiritual, moral, social and cultural (SMSC) development of young children. A separate policy on SMSC outlines this in more detail.
- Drug Education (Please see separate policy) at WTCS is incorporated into the PSHE / Science curriculums. We aim to equip children with the knowledge, understanding and skills that enable them to make choices leading to a healthy lifestyle.
- Relationships Education (Please see separate policy) at WTCS is incorporated into the PSHE/Science curriculums.
- Mental Health and Wellbeing Education (Please see separate policy) at WTCS is incorporated into PSHE/Science curriculums.

All the above are also supported by our Christian Ethos and with support from our Diocese.

Differentiation/SEND

Our PSHE programme of study is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each session to meet the needs of the children in their classes. To support this differentiation, many of the sessions suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. WTCS will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We are aware that sometimes disclosures may be made during our PSHE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. We feel it is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

In teaching Relationships Education, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will comply with the

relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. We will ensure that all of their teaching is sensitive and age appropriate in approach and content. When we feel it is appropriate to teach our pupils about LGBT, we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or session.

Assessment

Each theme has a built-in assessment task towards the end. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. Each theme has a set of three level descriptors for each year group: Working towards; Working at; Working beyond. At the beginning of each theme, children will be given the learning intentions, so that it is clear to them what they are aiming to achieve. This will be stuck into their Hallie's Journal. At the end of the assessment task, the teacher and child return to the learning intention and the child colours in the attainment descriptor that they feel they have achieved. The teacher does the same and this facilitates a conversation with the child about their learning progress for that theme.

Recording and tracking progress

After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also a space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each theme.

Reporting to Parents/Carers

Each theme's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports. Our philosophy is that children are praised and their achievements celebrated in every session. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement

the programme. Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every session – by using Hallie's Charter. Hallie's Charter includes the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using the themes. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later.

WTCS believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned. Our school believes that RSE and Drug and

Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In sessions that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

WTCS believes that it is important to have the support of parents, carers and the wider community for all aspects of their PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- Parent/carer Jigsaw awareness session
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

Pupil Consultation:

It is useful for pupils to be consulted on their own personal, social and citizenship development. We will ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people? We will develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between our PSHE and the following policies and staff are aware of the need to refer to these policies:

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Relationships and Sex Education Policy
- Mental Health and Wellbeing Policy

Training and support for staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Roles and responsibilities

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

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

Staff are responsible for:

- Delivering PSHE in a sensitive way, with particular regard to any ongoing related issues within the cohort, eg bereavement
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Signed: 

Sarah Hutchinson (Executive Headteacher)

Reviewed: September, 2020

To be reviewed: September, 2022