



ELSTON HALL
Primary School

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PSHE Policy

2018

Elston Hall Primary School – **PSHE Policy Statement**

Background Information

Elston Hall Primary School is a very large, friendly primary with around 700 pupils on roll aged between 3 and 11 years old. It serves an area of the community with some degree of deprivation. The majority of pupils are white British with other minority ethnic backgrounds including Caribbean and Indian heritage. Around 40% of pupils are eligible for Pupil Premium, which is above the national average and is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.

In December 2014, Ofsted rated Elston Hall 'Outstanding'. Ofsted found that within the school "pupils are tolerant and respectful. Discrimination does not occur, with school leaders expecting pupils to learn and play well with each other. Pupils are well prepared for life in modern Britain as they understand and value differences in people." They also reported that "Pupils are very aware of how to keep themselves safe when using the internet and in other situations, such as when crossing roads".

Elston Hall Primary School: Our Vision

Elston Hall Primary is a school where all learners are happy, in an environment based on trust and support. We will settle for nothing less than excellence in our drive for achievement wherever this can be found. We want our school to be a happy, safe environment where everyone feels cared for, nurtured, valued and free from discrimination. We aim to encourage mutual respect and sensitivity to the needs of others and recognise and celebrate success in everyone.

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well motivated at looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

What is PSHE?

The role of PSHE is to enable pupils to understand feelings, make healthy choices, share opinions, to recognise that bullying is wrong and know how to stay safe. It allows children to develop their own worth and that of others. It teaches children to identify positive ways to face new challenges and prepares them for bodily and emotional changes at puberty.

The subject also introduces a range of jobs to pupils and prepares them to look after and save money. It exposes pupils to some of the different beliefs and values in society, and teaches them to demonstrate respect and tolerance towards people different from themselves.

PSHE is taught under the three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Why is PSHE education provision important to schools?

PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section, 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- *Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*

Maintained schools also have statutory duties to:

- *Promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well-being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)*
- *promote community cohesion (Education and Inspections Act 2006; Education Act 2002)*
- Teach British Values, as outlined in the 2011 Prevent Strategy. Values of democracy; the rule of law; individual liberty; mutual respect; tolerance of those of different faiths and beliefs.

At Elston Hall Primary School we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011.

PSHE education cannot and should not exist in isolation; it must be part of a whole school approach. The relationship between PSHE education provision and school ethos is hugely important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHE education

How does PSHE education support pupils' personal development?

PSHE education makes a significant contribution to children and young people's personal development but is not synonymous with it. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins other learning. Personal development is enhanced as children and young people develop the skills they need to grow and develop as individuals and members of society. All aspects of a child's experience at home, in school and out of school contribute to personal and social development. It is a function of all subjects and curriculum areas.

PSHE education contributes to personal development by helping children and young people to build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions including financial ones. Developing self-understanding, empathy and the ability to work with others will help young people to enjoy healthy and productive relationships in all aspects of their lives.

Source: <http://www.pshe-association.org.uk/>

Local and National Guidance:

This policy is in line with updated non-statutory guidance from the Department for education <http://www.education.gov.uk/> and the National Curriculum guidance 2014 <https://www.gov.uk/government/organisations/department-for-education/series/national-curriculum>

Position of PSHE education in the national curriculum.

Through a passage from the Children and Social Work Act 2017, the DfE reiterated their current policy of delivering high quality PSHE lessons to ensure that,

'all young people are equipped to have healthy and respectful relationships, and leave school with the knowledge to prepare them for adult life.'

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Along with the National Curriculum framework, the DfE also published a [guidance document on PSHE education](#), which states that the subject is:

'An important and necessary part of all pupils' education'

It goes on to note that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

PSHE education as a means to fulfilling the statutory duties on schools

In spite of this flexibility, all schools have statutory duties to meet. As section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the [2002 Education Act](#) and the [2010 Academies Act](#). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

*As outlined in the [Children and Social Work Act 2017](#), the DfE explained that Parliament voted in support of the Government's proposal that all primary schools, including maintained schools, academies and independent schools, would be required to teach **Relationships Education**.'*

As of the 2017-18 academic year, Relationships Education lessons were delivered to Years 1 to 6.

PSHE education and Ofsted inspections

Whole school (Section 5) Ofsted inspections consider the extent to which a school provides its pupils with a *'broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development'*. Ofsted's PSHE education grade descriptors (see Appendix 1) make a clear connection between PSHE education and SMSC, therefore, when looking for evidence upon which to base a judgment on SMSC, inspectors are likely to consider the impact of PSHE education provision.

The [2013 Ofsted PSHE report](#) highlights the relationship between a school's PSHE provision and overall effectiveness, noting:

"a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education..."

It is important to note that if PSHE lessons are observed as part of a Section 5 inspection, Ofsted will expect the same standards of teaching and learning as they would in any other subject. Poor PSHE education lessons can therefore impact on a school's overall judgment for quality of teaching.

In March 2013, Ofsted published [detailed grade descriptors for defining good practice in each subject, including PSHE education](#). These descriptors are set out in Appendix 1 along with the features of outstanding practice in PSHE education included in Ofsted's 2013 report (Appendix 2). Schools may also want to familiarise themselves with the [Ofsted inspection framework](#) to which PSHE education can make a significant contribution, particularly in relation to leadership and management and behaviour and safety.

PSHE education and safeguarding

Teaching about safety and relationships as part of PSHE education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its [2013 PSHE report](#) that lack of high-quality, age-appropriate Relationships Education in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, the PSHE education plays a vital part in helping to meet school's responsibilities to safeguard their pupils.

Developing your PSHE education provision

As part of its PSHE review, the [outcomes](#) of which were published in March 2013, the DfE stated that it does not intend to publish new programmes of study for the subject. In response, the PSHE Association [launched its own Programme of Study for PSHE education](#) in July 2013. We are also aware that schools frequently seek support in drawing up or updating their Relationships Education policies, and we have developed [guidance](#) to help schools in this respect.

Conclusion

PSHE education is a non-statutory subject. However, in order to fulfil its duties relating to SMSC, behaviour and safety, and to provide a broad and balanced curriculum, which meets pupils' needs and prepares them for the challenges and opportunities of adult life, a school's best approach is to ensure that a comprehensive programme of PSHE education is in place.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, Relationships Education and the importance of physical activity and diet for a healthy lifestyle.

The teaching of PSHE at Elston Hall Primary School is based on the framework within which we aim to deliver PSHE at appropriate levels. We follow the Wolverhampton programme of study. Each year group has an overview, which is broken down into subjects and into six-week blocks. Year groups have the flexibility to decide in which topics the skills are taught, how the lessons are timetabled, however across each Key Stage all skills will be covered showing progression relative to pupils' age. Elston Hall Primary School recognises that PSHE must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It must prepare pupils at the school for the opportunities, responsibilities and experiences of later life, including financial awareness.

PSHE aims:

Key stage 1

- Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.
- Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).
- Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).
- Children can explain that people grow from young to old.
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.
- Children can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).
- Children can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key stage 2

- Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).
- Children can express their views confidently, listen to, and show respect for the views of others.
- Children can identify positive ways to face new challenges (for example the transition to secondary school).
- Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

- Children can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
- Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
- Children can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).
- Children can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- Children can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- Children can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).
- Children can explain how their actions have consequences for themselves and others.
- Children can describe the nature and consequences of bullying, and can express ways of responding to it.
- Children can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
- Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.
- Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Planning

Planning is provided for teachers for Drugs education (Year 1-6, taken from local authority-endorsed Healthy school website) and for Relationships Education (Yrs 1-6, developed through Living and Growing series in conjunction with school nurses). Teachers are encouraged to alter this as necessary to meet the needs of their class. Planning is also available for Back to school, Anti bullying, Money and me and keeping safe on the Wolverhampton Healthy schools website which staff have access to. Many aspects of PSHE are taught through a themed assembly, weekly. Teachers are given the theme and plan their own assembly surrounding the theme. The remaining objectives (from the National Curriculum non-statutory guidelines) are covered in a cross-curricular manner through lessons such as topic and literacy and outside visits. PSHE lessons are timetabled with the flexibility to be taught in blocks or as the class teacher feels best meets the needs of their pupils. The PSHE co-ordinator will monitor the coverage and any discrepancies will be taught separately towards the end of each academic year. In the Foundation stage, PSHE skills are taught through Personal, Social and Emotional Development area of learning.

Wolverhampton Healthy Schools link

<https://cloudw.sharepoint.com/healthyschool/Primary%20Resources/Forms/AllItems.aspx>

a) Long Term Planning (See attached Long Term Plan.)

Drugs education (Yrs 1-6) is taught in Spring Term and Relationships Education (Yrs 4-6) is taught in summer term. A PSHE-themed assembly rota runs across the three terms. The remaining objectives are taught through other subjects and daily classroom opportunities including fruit and milk time, evidence of coverage is noted in the PSHE leader's file.

b) Medium Term Planning (See Long Term Plan for objectives)

This is provided for Drugs Education (Yrs 1-6) and Relationships Education (Yrs 1-6) and includes details of:

- Learning Objectives
- Learning Outcomes
- Key Questions, Content, Activities
- Resources

c) Short Term Planning

	- health and safety
	- the environment
D/T	- health and safety issues
	- healthy eating
ICT	- communication with others
History	- results of events in History, events affecting health
	- changes in society, including attitudes to health
	- experiences of people from the past
Geography	- environmental issues
	- pupil's own locality
	- less economically developed countries (SMSC)
	- safety issues
Art	- ideas communicated through Art (artist's ideas)
	- equipment safety
Music	- cultural diversity
	- making the most of abilities in music
PE	- safety issues
	- personal, social skills through team work
	- effect of PE on the body, health related issues
RE	- religious beliefs
	- moral beliefs
	- health related customs

Assessment, Reporting and Recording

This is in line with the schools monitoring and evaluation procedures.

External agencies

Throughout the year, we have a variety of speakers for our assemblies and to work with the pupils in the classroom for example, NSPCC, Severn Trent Water, Dogs Trust, Walk to school, Headstart, the Police, Fire and Ambulance services.

Health and Safety

The staff work in accordance with Health and Safety Guidelines. All visits will follow organisational procedures.

Links to other policies.

The following policies link into the PSHE Policy, Drugs Education, Relationships Education policy, Anti – bullying, Healthy Eating, Food Policy and Safe Guarding.

Pastoral Support and Local services.

Pupils are aware of staff in school they can go to for support. The Learning, social and behaviour leader works with groups of students and individuals depending on need and support. The students are made aware of outside agencies through our assembly programme.

The role of the PSHE Co-ordinator

Principle responsibilities:

To carry out the duties of a Curriculum Coordinator as outlined within this job description and with regard to Teacher's Pay and Conditions Document.

Professional Responsibilities as a class teacher:

Outlined in SPCD Professional Duties and Professional Standards, to particularly include:

- Assist in the delivery of school curriculum guidelines and policies
- Be responsible for lesson planning; meeting the needs of pupils within a variety of teaching groups
- Monitor and assess pupils' progress, ensuring appropriate records have been kept. Use performance data and assessment to inform individual, group and class targets, lesson planning and the preparation of differentiated work which meets children's needs and which challenges all.
- Participate in arrangements for Performance Management within agreed frameworks
- Contribute to the effective deployment of support staff and resources, including effective use of the school's ICT capability
- Comply with school policies and procedures including reporting, planning, staff meetings, assemblies, registration, playground supervision and participation in parental events
- Dress in a professional and appropriate manner, that will further support the school's policy on uniform
- Participate in further training and professional development as appropriate
- Be committed to supporting the school's extra-curricular activity program
- Ensure good order and discipline that result in high standards of behaviour
- Safeguard pupils' health and safety

Curriculum and Whole School Responsibilities

- Act as Leader for PSHE leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in PSHE
- Support and observe colleagues as part of self-review process encouraging the evaluation and sharing of good practice
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Help in creating reports and action plans for a range of audiences; Governors etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to PSHE and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.
- Attend CPD provided by linked agencies and outside agencies in relation to school needs.
- Share ideas and skills with PSHE leads from other MAT schools

Attend PSHE network meetings and share information with school staff and SLT.