

PSHE Policy

Bawdsey CEVC Primary school



Approved by: FGB

Last reviewed: March 2023

Next review due by: March 2024

Bawdsey CEVC Primary School

Our Christian Vision:

At Bawdsey CEVC primary school our children know that they have God's world in their hands, they look beyond their quiet peninsula home to understand and make an impact on the whole, diverse world. We want the children to be resilient, caring and courageous advocates who know they are equal with others and are eager to explore the world around them.

The Curriculum Policy for Personal, Social, Health and Economic Education.

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability. PSHE is a non-statutory subject within the National Curriculum. However, here at Bawdsey CEVC Primary School we are committed to the development of the whole child and as a consequence we place Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that Bawdsey CEVC Primary School takes pride in, and assumes with integrity and purpose.

This policy outlines the **Intent**, **Implementation** and **Impact** of how PSHE is taught using a mixed curriculum in our school. The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding.

The Implementation of this policy is the responsibility of all teaching staff.

The school policy for PSHE reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Bawdsey CEVC Primary School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

Implementation

At Bawdsey Primary School, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis.

Impact

Pupils at Bawdsey Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

School Values:

The school values (created collaboratively using pupil/parent/school perspectives) focus on the acquisition of key qualities that ensure pupils are able to meet Bawdsey Primary's PSHE Intent Statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to Bawdsey Primary School's values which are:

- Courage
- Equality
- Resilience
- Caring
- Exploration

A value is introduced and focussed upon for a half term during a whole school assembly/ worship at the start of the term and then during subsequent Roots and Shoots assemblies throughout that half term. Along with using the 'No Outsiders. All Different. All Welcome' resources and our assemblies/worship times and a focused Bible story in assembly/ worship. Pupils are rewarded throughout the half term with Team points via Class Dojo when they display school values - the emphasis and

importance of our school values are evident throughout the school day at Bawdsey Primary School.

PSHE Framework:

Bawdsey Primary School's follows a bespoke PSHE Framework that was written in conjunction with all school teachers. It follows the One Decision scheme of work and is supplemented by Twinkl PSHE and Citizenship units and the 'No Outsiders. All Different. All Welcome' resources.

Units of Work: During weekly timetabled lessons, using a combination of the PSHE/RSE Frameworks the following topics are taught in a systematic and progressive manner:

- Keeping/Staying safe
- Keeping/Staying healthy
- Growing and changing
- Feelings and emotions
- Computer safety
- The working world
- Being responsible
- A world without judgement

Please also see the 'No Outsiders. All Different. All Welcome' resources timetable for each class to use in PSHE sessions.

One Decision:

One decision is our primary PSHE Scheme and offers flexible and easy-to-use resources, which ultimately reduce planning time for teachers whilst providing a 21st-century approach to PSHE. The comprehensive resources are mapped to the PSHE Association's Programme of Study and can be used cross-curricular. We have adapted the existing One Decision plans and progression routes and created our own, bespoke long term plan. The core of the kitemarked programme is a series of videos with alternative endings. These videos encourage and empower students to make positive choices and decisions for the characters, whilst learning the vocabulary, skills, and knowledge to support their own decision making now and in the future. We have found the use of the videos and worksheets to be engaging and comprehensive. Throughout the 5-8 modules, the characters Deedee and Darlee introduce the video and guide students through the lesson guide activities. They encourage good decision making inside and outside of school. Each module within the 5-8 portal provides on-screen assessment and lesson guides, word banks to reduce barriers to learning, documentaries and videos with alternative endings, downloadable teacher's notes and activity worksheets and student self-assessments.

No outsiders. All different. All welcome:

We use these materials produced by Andrew Moffat to help the children experience and understand the diversity and issues faced by people in the wider world. We are aware of how isolating it can be in this very rural area and that the children are not exposed to or may not be aware of diversity and so these resources help us to approach these issues in a child friendly way through a story, or news item with the children.

The 'No Outsiders...' Vision is: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

School Council:

The School Council at Bawdsey Primary School is made up of pupils from Year Groups 1-6 with two pupils from each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also has the opportunity to co-ordinate fund-raising activities in school.

Eco- council

The Eco Council is a group of pupils who meet each week to discuss eco-friendly and environmental issues within school which prepares children to live their future lives with consideration for global issues. There is one eco councillor from each year group. The eco- council aim to ensure our school is eco-friendly and prepares pupils to live with an understanding of the environment. To make sure each class has a platform to voice their opinions. To discuss and raise issues related to the environment. The eco-council also plan and participate in projects to improve the school and the local area.

• External Agency Provision:

- Transition meetings with Kevin and Mary from Just42 (monthly for Y6 pupils)
- A yearly trip to Hazard House for KS2
- Themed sporting events (e.g Chinese dancing)
- Visits from Open the Book (termly)
- Weekly Just42 assemblies/lunchtime club

Role and responsibilities

The Role of parents/ carers

The school is well aware that the primary role in children's PSHE/RSE education lies with parents and carers therefore we consult them on a regular basis as a way of monitoring the subject. We wish to build a positive and supporting relationship with the parents/ carers of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- inform parents/ carers about the school's PSHE/RSE policy and practice;
- answer any questions that parents/ carers may have about the PSHE/Relationships, Sex Education of their child;
- take seriously any issue that parents/ carers raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents/ carers about the best practice known with regard to PSHE/RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If they feel it necessary parents/ carers have the right to withdraw their child from part or entirety of the Sex Education taught curriculum that is not part of the Science curriculum, after consultation with the Headteacher. If a parent/ carer chooses to activate this right, they would have to assure the Headteacher that their child would receive this element of their education from an alternative source. Children may not be withdrawn from the relationship element of RSE.

We work closely with parents/ carers to ensure that they are fully aware of what is being taught and as part of our whole school approach to RSE there will be annual parent information sessions where the parents will have the opportunity to view the materials and resources being used in lessons.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents/ carers are informed about our relationships and sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents/ carers, used as leaders of or contributors to PSHE/RSE, must always abide by the school's PSHE/RSE policy. They must never be left in control of a class, but must be accompanied at all times by a staff member.

The Staff

The staff are responsible for delivering PSHE/RSE in a sensitive way and continually model positive attitudes to PSHE/RSE. Staff are also responsible for monitoring progress and appropriately responding to the needs of individual pupils. Staff are also expected to respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to withdraw from teaching RSE and are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully with PSHE/RSE and, when discussing issues related to PSHE/RSE, treat one another with respect and sensitivity.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this.
- The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of abuse the school's Safeguarding and Child Protection procedure will be set in motion.
- The child will be informed first if confidentiality has to be broken and will then be supported as appropriate. Personal disclosures may take place at an inappropriate place or time. If this happens the teacher will bring the disclosure to an end as quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.
- Teachers will consult with the designated safeguarding lead and in his/her absence the deputy of any safeguarding or child protection concerns.