

Glynwood Community Primary School



PSHE/C Policy

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Personal, Social, Health, Economic and Citizenship Education Policy

1. Curriculum Intent

At Glynwood we have a programme of learning that specifically caters for children within our catchment area. It develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. We also help them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations whilst helping them to feel safe and secure enough to fulfil their academic potential.

2. Aims

To equip children with skills, knowledge and understanding to:

- develop worthwhile relationships
- respect differences.
- develop positive attitudes towards a healthy lifestyle
- develop tolerance and sensitivity for others
- acquire a degree of social and moral responsibility
- develop their feelings of well-being and self-esteem
- develop vital inter-personal, social and communication skills
- better manage their transition to new roles and situations
- be aware of education, training and career opportunities
- make appropriate choice.
- make the most of their own abilities and those of others.
- To appreciate difference and diversity.

The Mental Health and Wellbeing of children at Glynwood Primary is of paramount importance to us (See our Mental Health and Wellbeing Policy). We strive to create a happy, secure and safe environment for our children where they feel cared for and valued.

PSHE/C helps children to lead confident, healthy and responsible lives, also taking into account the society in which they live; a society that is multicultural and multi-faith.

3. Content of our PSHE/C programme

We believe that PSHE/C educational is central to the entitlement of all of our children. Although it will be taught through discrete lessons, elements of PSHE/C permeate all aspects of school life e.g. through school council, house group meetings, visits and trips. During KS1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation stage.

The interdependent aims of the school curriculum could not be fully achieved without an effective PSHE/C programme. At Glynwood our PSHE/C scheme is supported through our use of the Folens texts (See KS1/2 Schemes of work) and Kid Safe programme, as well as our own Disability Awareness projects carried out in Years 1, 3 and 5. Our scheme of work shows how British Values underpin the discrete teaching of lessons in PSHE/C, as well as there being a specific section within the Years 2 and 6 planning that focuses on British Values.

We include the statutory Relationships and Health Education within our whole-school PSHE/C Programme and further information can be found in our separate RSHE Policy.

4. Organisation and delivery of PSHE/C

The timetabling of PSHE/C lessons is determined by the class teacher and detailed on medium term planning. The content of discrete PSHE/C lessons is taught on a weekly basis, every first half term. They are reinforced and enhanced in many ways, for example, assemblies, cross-curricular lessons (e.g. English, Science, Topic, Technology, Computing) and through praise and reward systems. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

PSHE/C work can be found in class portfolios, on displays around school and through drama productions.

5. Guidelines:

Physical health and mental wellbeing education in Primary schools

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Children are taught:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety

Children are taught:

that for most people the internet is an integral part of life and has many benefits.

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

- where and how to report concerns and get support with issues online.

Developing confidence and responsibility and making the most of their abilities

Children are taught:

- to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- to respect the differences between people as they develop their own sense of identity
- to be aware of how others see them, manage praise and criticism and success and failure in a positive way and learn from the experience
- to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations
- to recognise influences, pressures and sources of help and respond to them appropriately
- to plan realistic targets
- what influences how we spend or save money and how to become competent at managing personal money.

Developing a healthy, safer lifestyle

Children are taught:

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- how to keep healthy and what influences health, including the media
- that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- in the context of the importance of relationships, about human reproduction
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- to recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressures, including knowing when and where to get help
- basic emergency aid procedures and where to get help and support.

Developing good relationships and respecting the differences between people

Children are taught:

- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- how to empathize with people different from themselves
- about the nature of friendship and how to make and keep friends
- to recognize some of the cultural norms in society, including the range of lifestyles and relationships
- the changing nature of, and pressure on, relationships with friends and family and when and how to seek help
- about the role and importance of marriage in family relationships
- about the role and feelings of parents and carers and the value of family life
- to recognize that goodwill is essential to positive and constructive relationships
- to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- to resist pressure to do wrong, to recognise when others need help and how to support them
- to communicate confidently with their peers and adults

6. Citizenship Education

- To give children the knowledge, understanding and skills to play an effective role in society.
- To help children become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- To promote children's spiritual, moral social and cultural development.
- To increase children's self-confidence and encourage the taking of personal responsibility both in and beyond the classroom.
- To encourage children to play a positive part in the life of their school, neighbourhood, community and the wider world.
- To encourage respect for different national, religious and ethnic identities.
- To encourage children to reflect on issues and participate in discussions.

Citizenship Education is based upon the understanding of these concepts and includes the general teaching requirement on Inclusion, so securing Citizenship Education as an entitlement for all pupils whatever their individual needs, abilities and backgrounds. Our main objective in this respect is:

- To build upon the school's already well developed ethos and values, encouraging children to become more independent and responsible for

aspects of their own education including the belief in lifelong learning, to participate in decision-making and practise taking responsible action.

Knowledge, skills and understanding about becoming informed citizens

Children should be taught about:

- The legal and human rights and responsibilities underpinning society.
- The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The importance of resolving conflict fairly.

7. Developing skills of enquiry and communication

Children should be taught to:

- Think about topical problems and events.
- Justify orally and in writing a personal opinion about such issues, problems or events.
- Contribute to group and exploratory class discussions, and take part in debates.

8. Developing skills of participation and responsible action

Children should be taught to:

- use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.
- negotiate, decide and take part responsibly in both school and community based activities.
- reflect on the process of participating.

9. Monitoring and Assessment

- Staff assess the children's learning by making informal judgements as they observe them during lessons.
- Thought showers are carried out by pupils showing pre-topic assessments (what they already know and what they want to find out) and post-topic assessments (what they have learned). These thought showers are on display in each classroom.
- We have high expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- We keep records of the contribution to the life of the school and community in photographs and these are placed into class PSHE/C portfolios, Twitter or on the school website.
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning.

- A comment relating to PSHE/C will be included in the annual report to parents on pupils' progress.
- Pupils are sent to a member of the Senior Leadership Team to share outstanding pieces of work.

10. Adaptation/SEND

PSHE/C lessons are written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their class. To support this adaptation, many lessons 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. Staff should model activities for those children who need this additional support, and for some pupils 1:1 support will be provided.

During group discussions, differentiated questions should be asked by staff so that ALL children are able to understand, answer and contribute to the conversation.

Instructions should be kept short or given step-by-step for SEND children so they are able to follow and complete their work successfully. Staff should also allow extra time for those who require it.

11. Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children need time to talk one-to-one after the lesson is over. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's confidentiality policy is followed.

12. 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, 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 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.

13. Answering Difficult Questions and Sensitive Issues

Drugs and Alcohol talks are provided by 'Positive Futures', they deliver sessions to KS1 and KS2. Staff members are aware that views around Drug and Alcohol Education issues and RHE are varied. However, while personal views are respected, all sensitive issues are taught without bias. 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 RHE 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. The school 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 RHE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RHE 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. Please also refer to RHE Policy and Drugs & Alcohol Policy for further information.

14. Conclusion

It is hoped that by PSHE/C being an integral part of all of our work we will effectively support our children to become well informed responsible members of society.

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K Walker

Guidance Documents:

PSHE Guidance - <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Keeping children safe in education - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/keeping_children_safe_in_education_sep_2020.pdf