

## Personal, Social, Health Education (PSHE) Policy

### September 2021

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way”. Secretary of State for Education 2018

PSHE at the Baird Primary Academy refers to:

- Families and Relationships
- Safe Relationships
- Respecting Ourselves and Others
- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work
- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

Within this document, PSHE is the term used to describe the whole curriculum area including RSE. This policy should be read in conjunction with the RSE policy and curriculum. In addition, our Building Brains Curriculum, part of our Behaviour for Learning strategy works alongside our PSHE curriculum to ensure that our pupils develop holistically into citizens who are well-equipped for their futures.

This policy should also be read in conjunction with our Food Policy and Physical Activity Policy, which details how we encourage pupils to make healthy lifestyle choices and encourage a balanced diet.

PSHE is taught rigorously from EYFS to KS2 as we believe that our pupils’ social and emotional development is paramount to enable them to ready for their next phase of education.

This policy has been constructed in consultation with various stakeholders and is available on the academy website.

### Aims

The aims of PSHE education in our academy are to:

- Uphold our school vision to ensure that our pupils become successful and resilient, and that they learn in a safe, inclusive environment, steeped in mutual respect, while being able to access learning independently throughout their lives
- Embed our core values which underpin our expectations that all pupils will develop a love of learning, respect, resilience, independence, aspiration and inclusion
- Prepare our pupils to meet the challenges of the world around them
- Ensure that our pupils are socially and emotionally equipped to manage the various relationships that they will encounter in the future
- Ensure that our pupils understand the importance of making healthy lifestyle choices and actively strive to do so

We will achieve these aims through:

- Ensuring that all pupils feel safe and happy and ready to learn
- Planning and delivering a high-quality PSHE curriculum, which shows progression through the academy
- A Behaviour for Learning approach that teaches pupils to self-advocate and understand their emotional and social responses
- High quality expectations of how PSHE is delivered and a robust monitoring and coaching schedule to ensure all delivery is 'good' or better
- Sharing of messages related to all aspects of the PSHE curriculum to parents and carers to ensure consistency of approach
- Engagement with external professionals to ensure that what is taught is '*the best that has been said and thought*' (Ofsted)
- Providing high-quality CPD to ensure all teaching and learning is current and relevant, and all staff feel confident in delivering it.
- Creating safe and supportive learning environments through learning about confidentiality, ground rules etc
- Ensuring that all pupils know who they can speak to if they want to raise concerns or questions linked to PSHE covered
- Ensuring excellent safeguarding practice – details of this can be found in our Safeguarding and Child Protection Policy
- Ensuring that scaffolding enables all pupils to access learning and achieve highly

## Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education in line with the terms set out in [statutory guidance](#) (Relationships and sex education (RSE) and health education – DfE, 2019) and in conjunction with:

- Keeping Children Safe in Education
- Respecting School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in School
- Equality Act 2010 and schools
- SEND code of practice: 0 – 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual Violence and Sexual Harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- SMSC requirements for independent schools
- National Citizen Service

We must teach health education under the same statutory guidance.

Parents do not have the right to withdraw their children from relationships and health education. "The Relationships 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. They also make Health Education compulsory in all schools except independent schools". DfE Guidance p.82 However, on religious grounds, parents can request in writing to the Principal that their child is withdrawn from Sex Education lessons.

## Implementation

At the start of the year all classes will formulate a set of ground rules that inform the PSHE lessons and ensure that pupils feel safe to contribute fully to these lessons. These ground rules are revisited throughout the year and adapted as required.

Our PSHE curriculum can be found detailed at the end of this policy (Appendix 1). In addition, our RSE curriculum can be found within the RSE Policy. Both the PSHE and the RSE curriculum have been developed over time, in consultation with stakeholders and in response to what we believe our pupils in our setting need to learn.

PSHE is taught for 30-45 minutes weekly throughout every term in a structured PSHE lesson. Teachers are supported by the PSHE Leader to plan these sessions and a range of resources are available to support. Building Brains sessions are also taught for 30 minutes per week additionally to PSHE lessons. In addition, teachers may hold circle times or Building Brains coaching sessions to support pupils as and when things occur that require discussion.

Some aspects of the PSHE curriculum, which could be considered cross-curricular are taught in other subjects as well e.g. e-safety is taught in computing and PSHE.

PSHE topics are also covered and embedded in other aspects of school life (assemblies, theme days, school trips etc) but this is seen as 'additional' not 'instead of'.

The curriculum is delivered by the academy staff, but occasionally external agencies may come to support with a specific topic (e.g. school nursing team to support puberty).

All pupils should have equal access to the PSHE curriculum. Teachers provide appropriate scaffolding to support all pupils with a broad range of needs.

Staff receive CPD and guidance around dealing with controversial topics and difficult questions. It is explicit in our Code of Conduct that staff should not let their personal beliefs and attitudes influence their teaching.

PSHE will be assessed by class teachers against the expectations set out in the curriculum guidance. Progress in PSHE can be discussed with parents as part of parents evening; serious concerns that arise during the teaching of PSHE are discussed immediately with parents (and DSLs if necessary). All parent conversations are recorded on CPOMS.

### **Pupil and Parent Voice**

As an academy we believe that it is vitally important to collect and respond to pupil voice both formally and informally.

Class Teachers and the SLT operate an open-door policy and pupils are encouraged to speak to staff if they feel unsafe or unhappy at any time. In addition, all classes have a worry box where pupils are able to write things that they want support with. There is also a central worry box if they feel they would like to talk to the SLT about something.

Opportunities for pupil voice are planned throughout the year and these focus on a variety of topics. Results are discussed with the SLT and changes implemented in light of these.

In addition, the Academy Council meet fortnightly to share pupils' views and influence change. They also determine menu changes in the canteen and policy changes regarding health and wellbeing across the academy.

### **Support Pupils' Emotional Wellbeing**

We offer a range of strategies to support pupils' emotional wellbeing, not only through the mechanisms detailed above but also through a range of wider professionals who support us in school. The academy operates a full nurture provision to support pupils to develop the skills needed to be successful in the classroom. All aspects of academy life are underpinned by the principles of the nurture curriculum (details can be found in our Nurture Policy).

We have numerous staff who are trained as Youth Mental Health First Aiders – these staff are available to support pupils with any worries they may have and are trained to respond to pupils who may be in crisis.

We have two staff who are trained as Emotional Literacy Support Assistants and deliver the ELSA programme to pupils who require support with their emotional regulation.

We also have an Education Mental Health Support Practitioner who works with a caseload of pupils to offer a CBT approach to addressing mental health concerns. She works alongside a Trainee Clinical Psychologist who works in school with a caseload of pupils with more complex mental health concerns.

### Monitoring Arrangements

The delivery of PSHE is monitored by the Vice Principal (Curriculum Leader) and the PSHE Leader through:

- Learning walks
- Book scrutiny
- Pupil voice

### Links with other policies

This policy links to the following policies and procedures:

- Computing Policy
- RSE Policy
- Behaviour for Learning Policy
- Learning and Teaching Policy
- Safeguarding and Child Protection Policy
- Friendship and Anti-Bullying Policy
- EYFS Healthy Eating Policy
- EYFS Physical Activity Policy
- Accessibility Policy
- Supporting Communication Policy
- Nurture Policy
- Marking and Feedback Policy
- Food Policy
- Prevent
- Education Visits guidance
- SMSC statement