

Walbottle Village Primary



PSHE POLICY

Aims

As part of a whole school approach, PSHE at Walbottle Primary develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The overarching aim of PSHE including RSE education is to provide pupils with:

- with age-appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions. This should take place with consideration of the quality of relationships within families.
- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to promote fundamental British values: Departmental advice for maintained schools (DfE 2014)

- information to be responsible, competent, confident users of information and communication technology. (Computing)

Statutory Requirements

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

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Content and Delivery

PSHE (Personal, Social and Health Education) including RSE (Relationships and Sex Education) is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Please see our Relationships and Sex Education Policy about what we teach, and how we decide on what to teach in this subject.

At Walbottle Village Primary we follow the PSHE Association Programme of Study through the PSHE with RSE scheme from Kapow. Dedicated curriculum time is given each week to delivering PSHE through discrete lessons, circle times, assemblies, visitors and visits out of school and also embedded through other subjects. The programme of study includes:

Health and Well Being – Safety and the Changing Body

Relationships – family and relationships

Living in the Wider World – Safety and the Changing Body, Citizenship and Economic Well being

PSHE can help us to remove any barriers to learning, which pupils sometimes experience, significantly improving their capacity to learn and achieve. The programme makes a significant contribution to pupils' health and well-being, relationships and living in the wider world.

The following statements are the over arching concepts that are taught through the PSHE programme of study.

Key stage 1 & 2

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Through these concepts PSHE makes a significant contribution to the development of a wide range of essential skills.

Intrapersonal Skills required for self management

1. **Critical, constructive self-reflection** (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
2. **Learning from experience** to seek out and make use of constructive feedback
3. **Setting challenging personal goals** (including developing strategies to achieve them and knowing when to change them)
4. **Making decisions** (including knowing when to be flexible)
5. **Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking** (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
6. **Resilience** (including self-motivation, adaptability, constructively managing change including setbacks and stress)
7. **Self-regulation** (including managing strong emotions e.g. negativity and impulse)
8. **Recognising and managing the need for peer approval**
9. **Self-organisation** (including time management)

Interpersonal Skills required for positive relationships in a wide variety of settings.

1. **Active listening**
2. **Empathy**
3. **Communication** (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
4. **Team working** (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)
5. **Negotiation** (including flexibility, self-advocacy and compromise)
6. **Recognising and utilising strategies** for managing pressure, persuasion and coercion
7. **Responding** to the need for positive affirmation for self and others.

Skills of enquiry

1. **Formulating questions**
2. **Gathering and using data** (including assessing the validity and reliability of sources of data and using a variety of sources)
3. **Analysis** (including separating fact from opinion)
4. **Planning and deciding**
5. **Recalling and applying knowledge** creatively and in novel situations
6. **Drawing and defending conclusions** using evidence and not just assertion
7. **Identification, assessment** (including prediction) and management of risk
8. **Evaluating social norms**
9. **Reviewing progress** against objectives

Assessment

PSHE including RSE are assessed using the Kapow assessments, which relate directly to what is being taught weekly. The assessments are completed following the end of every unit of work. Staff then complete a proforma in the children's books, which show the child's assessment score and any learning to be revisited.

Across Early Years, Key Stage One and Key Stage Two

Both educating children and young people about extremism and recognising when pupils start to become radicalised are important roles played by the school. The Counter Terrorism and Security Act (2015) which outlines the

importance for schools to prevent children being drawn into extremism placed new statutory duties on schools.

At Walbottle Village Primary School we recognise the importance of changes in behaviours as this could be an indicator of child exploitation, for example in the form of county lines. This is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market and coastal towns.

At Walbottle Village Primary School we promote tolerance and respect for all cultures, faiths, fundamental British Values (DFE 2014) and lifestyles through our school vision, values, rules, diverse curriculum and teaching. The LAB also ensures that this ethos is reflected and implemented effectively in school policy and practice that there are effective risk assessments in place to safeguard and promote student's welfare.

Our PSHE curriculum is supported by many visitors including our school health team who deliver sessions from reception through to year 6. NSPCC, Safety Works, Operation Encompass, BE Safe, parents and carers with careers/roles in the community to support our children's learning, RISE (mental Health), Healing Together and other agencies.

Roles and Responsibilities

The Local Advisory Board

The LAB will approve the PSHE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible, with support from the subject lead, for ensuring that PSHE is taught consistently across the school and guidelines are followed.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by the subject lead through lesson observations, pupil discussions and work scrutinise.

Pupils' development in PSHE is monitored and assessed by class teachers through our PSHE scheme of work, as part of our internal assessment systems.

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