PSHE POLICY

School Name: Bird's Bush Primary School

Date of Policy: September 2024
Date approved: 13th November 2024
Approved by: Pete Hollis (Chair of Governors)
Date of Next Review: September 2026

Staff Responsible for the policy: Richard Wheatley

Background Information

Bird's Bush Primary School is a one and a half form entry primary school (PAN 45). We converted to an academy on 1st July 2018 and are part of the Perry Hall Multi Academy Trust. We provide education for children from age 4 to 11. The school is in the Belgrave area of Tamworth. The proportions of children with SEND, EHCPs and in receipt of Pupil Premium are above national figures.

School Organisation

The school is organised into 2 Stages:
Lower School — Reception (1 class), Year 1 (1 class classes) and Year 2 (1 class)
Upper School — Year 3 (1 class), Year 4 (1class), Year 5 (1 class) and Year 6 (1class)

At Bird's Bush Primary school, we believe that our pupils need PSHE as part of a broad and balanced curriculum which develops the whole child. PSHE education is enhanced by our supportive school ethos, where all children are valued and encouraged, positive relationships are seen as crucial and there is a safe and secure school environment that is conducive to learning. Our aim is to provide our children with an engaging, exciting, and enabling curriculum that equips children with the cultural capital, skills and knowledge they need for life.

At Bird's Bush Primary School our curriculum is designed to:

- recognise children's prior learning,
- provide quality learning experiences,
- allow the children to develop interpersonal skills,

- build resilience,
- develop creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within and beyond our school community. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We use our *Champions* values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success, these are:

- ❖ Confidence – We believe we can do it!
- ❖ Honesty – We tell the truth
- ❖ Ambition – We can be successful
- ❖ Motivation – We get on with it and try our best
- ❖ Pride – We celebrate doing well
- ❖ Independence – We know how to help ourselves and each other
- ❖ Organisation – We have what we need to get on
- ❖ Never Give Up (Resilience) – We are resilient and keep trying
- ❖ Safe – We feel safe to try new things and know how to keep ourselves safe

We want our children to leave Bird's Bush with the confidence and skills to make informed decisions, self-evaluate, make connections, and become lifelong *Champions*.

Through our PSHE curriculum, we aim to give our pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Our curriculum aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We also ensure that the children experience the process of democracy through participation in the school council.

We aim to strengthen these principles using our Bird's Bush CHAMPIONS and status as an Emotion Coaching Organisation. We provide opportunities for our children to apply these core values to their everyday life, extending beyond the classroom into the wider school community. We teach RSE through our PSHE lessons as part of an inclusive scheme.

School-level, local area and national data is used to inform the PSHE curriculum. e.g. Health data, crime data, internal school data (surveys, questionnaires, safeguarding, etc.)

Policy Statement/Rationale, Aims and Objectives

This policy outlines the teaching, organisation and management of PSHE at Bird's Bush Primary School. The policy has been created as a result of staff and pupil discussions and the evaluation of planning and learning opportunities. The implementation of this policy is the responsibility of all teaching staff. The PSHE leader is responsible for monitoring and reviewing this policy. Through all our curriculum provision, we aim to ensure that Fundamental British Values are a core part of our teaching and learning opportunities. The policy is reviewed annually by the PSHE leader and is ratified by Governors.

We aim to provide a PSHE curriculum that is ambitious and designed to give all pupils, irrespective of their background or the challenges they face, the opportunity to make good progress and gain essential knowledge and cultural capital they need to succeed in life. We consider the learning differences of all our pupils and oour approach is essentially underpinned by consistently high quality first teaching. All our teachers are dedicated to teaching a PSHE curriculum that is successfully adapted and developed to be ambitious and meet the needs of ALL pupils.

Our INTENT is:

- To help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol, and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.
- To ensure a consistent approach to the delivery of PSHE issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude, and background.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings, and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Links to other policies and statutory requirements/legislation

<u>Link Policies</u>

Safeguarding-Keeping Children Safe in Education

RSE

Drug policy

Anti-Bullying

Behaviour

Equality & Diversity

On-line Safety

Sexual harassment/abuse

Curriculum

Science

Maths

English

R.E

The PSHE curriculum and policy enables school to contribute to discharging related statutory duties such as:

- o Equality Act (2010)
- o Education Act 2002/Academies Act 2010
- o Education and Inspections Act 2006
- o Ofsted EIF (2021)
- o KCSiE 2021
- o Promoting FBV as part of SMSC (2014)
- o Relationships Education, RSE and Health Education statutory guidance (2019)
- o Sexual violence and sexual harassment between children in schools and colleges (2021)

Organisation and delivery

Governors and SLT will:

- Oversee all aspects of this policy
- Develop this policy and review it on a regular basis. This policy is developed in consultation with parents, pupils, and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to PSHE.
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to PSHE.

- Ensure that our school is fully compliant in delivering statutory requirements within PSHE

- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for PSHE. Any concerns or opinions regarding the provision at the school are considered as is appropriate.

The PSHE lead is Karen Burton and Richard Wheatley who will:

- Oversee the day-to-day operation of the school's PSHE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g., school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of PSHE.
- Develop, review and monitor the teaching of PSHE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

DELIVERY

- All teachers and on occasion, HLTA's teach PSHE. Where appropriate outside agencies such as PCSOs, St John's Ambulance and the NSPCC are used to support delivery on specific areas. These visitors are used to enhance the curriculum offer. Class teachers discuss the content of the lessons and remain within the lessons to ensure they are matched to the needs of their children.
- PSHE is timetabled and taught as a discrete subject every week and is enhanced through theme days and cross curricular opportunities.
- PSHE is also covered outside of the curriculum through assemblies, pastoral support, visits and events. Any additional/enrichments opportunities and links are made clear through long term and medium-term planning. Enhanced opportunities are evidenced in class floor books.

Curriculum content

In order to teach appropriate PSHE education, the Scheme of Work is used as a basis for planning and that lessons are adapted to suit the needs of the children and the community.

Bird's Bush Primary has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Resources:
Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

The Scheme has been reviewed and updated to include the statutory implementation of RSE and Health education. Links to the new guidance are included in all the relevant units and an overview map is included. Where areas previously included in the scheme are not part of the statutory guidance reference is made to the National Curriculum. These areas are still considered to be good practice to teach and will support children's personal development and contribute to the other statutory areas outlined above such as Prevent.

Creating a safe learning environment

We understand in school that establishing the right climate e.g., a safe environment is vital if PSHE education and Citizenship lessons are going to be effective. To do this we negotiate ground rules that include the opportunity to let everyone express personal views and to ensure that everyone is heard and respected. We encourage pupils to give reasons why they have a particular view.

The role of adults in the classroom

Adults (teachers and HLTAs) understand that they need to be able to answer potential complex question with facts, respond to a range of feelings and explore the appropriateness of those feelings with pupils. All staff are aware of safety and safeguarding when dealing with some of this scheme of work.

During our lessons, we understand how important it is that adults listen to the children, are open to questions and are actively involved in the learning. Adults know there may be times when they may wish to remain neutral and allow pupils to explore a range of responses. Adults may wish to offer balance. We appreciate that this in itself is not simple. For example, this could mean that every individual lesson is balanced, or it could mean that there is balance over a whole topic. 'Balance' could mean that it is the teacher's responsibility to give the opposing view more prominence if the media presentation or the overall class perspective is somewhat one-sided. As a result, staff are always careful and use caution, if they are considering being a committed participant and making personal opinions known.

Confidentiality

We understand that it is important that pupils feel comfortable to share their ideas however adults are always clear on what can and cannot be kept confidential. Our school's safeguarding policy is always upheld.

Support

We understand that the conflicts and controversies of adult life can leave children feeling confused and anxious and things said in classroom discussions can cause distress. Adults provide reassurance to help children cope and develop resilience. They also signpost students to further guidance and support and give them the skills to be able to access that support within lessons.

The teacher's own views

It is understood in school, that adult's own views should not be presented as inherently correct. They know that they may well, however, be a useful resource for pupils as they seek to make sense for themselves of troubling events. We appreciate the fact that children and young people do reasonably wish to know how adults see, feel and judge.

Impartiality

Teachers understand that they are not allowed by law to promote partisan political views in the teaching of any subject in schools. The Education Act 1996 requires school governing bodies, head teachers and local education authorities to 'take all reasonably practical steps to ensure that, where political issues are brought to the attention of learners, they are offered a balanced presentation of opposing views.

Assessment, Evaluation & Monitoring

Assessment

Teachers are responsible for the assessments of PSHE. They use a range of formative evidence such as teacher-based assessment, AFL, self and peer assessment to assess learning in the PSHE curriculum. Ongoing assessment tasks are set to establish if the children have learnt what teachers have intended to teach them. These tasks are to support the teacher in identifying how successful their teaching has been considering the unit's intentions. Teachers ask themselves, have the children retained what has been taught. Can the children apply what has been taught?

Assessments are completed every half term and are added to the Medium-Term Plans. They include:
- Initials of pupils who have achieved Greater Depth in the topic
- Initials of pupils who have not achieved the expected standard in the topic- with any specific skills/objectives which need revisiting
- Information of the how the pupils who have not achieved the expected standard will be supported- e.g., pre teach/ overlearn

The teacher also uses these assessments to inform their teaching for the next cohort or to inform how they might teach the next unit more successfully.

Pupil progress is reported termly to parents via face-to-face meetings and school reports.

<u>Subject Monitoring and Evaluation</u>

- PSHE is monitored at least once a half term through learning walks, planning scrutiny, pupil and staff voice and book looks. As part of the monitoring, the PSHE programme is evaluated by both pupils and staff through pupil voice and staff feedback as part of our subject leader meetings.
- The information and evidence is triangulated and used to form judgements on the effectiveness of PSHE provision. It is then reported to Governors through termly leadership reports.

<u>Equality and diversity</u>

SEND Code of Practice

The Code of Practice specifically refers to the need to support disabled children and young people (those with an Education Health and Care plan) to make a successful preparation for adulthood
"With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:
- being as healthy as possible in adult life

Contribution to Equality and Diversity

The Public Sector Equality Duty (Equality Act 2010) ensures that the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:
- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Prevent

Prevent is part of the Government's Counter Terrorism strategy. The Government's Prevent Strategy has three main objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure they are given appropriate advice and support, and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

As part of the Prevent agenda, our scheme of work supports schools' curriculum planning, and delivery, in order that children and young people are enabled to consider multiple identities, rights and responsibilities and enables them to develop their ability to build resilience towards risky behaviours.

Policy Dissemination

The PSHE policy is made available to pupils, staff, and parents/carers via our school website and hard copies are available upon request.

Monitoring and Review of PSHE policy

Karen Burton and Richard Wheatley will monitor the implementation of the policy. Practise is reviewed at least annually with consultation or input from the wider leadership team, outside consultants (such as Russell Stanley) and other PSHE Leaders from the PHMAT. The policy is reviewed every two years.

Freedom of speech

School recognises that Freedom of thought and expression is an important value and should be protected as in wider society. It is not, however, an absolute value, it must be balanced with the equally important right not to be intimidated or abused.

Appendix 1: Relationships and Health Education The statutory requirements set out what children should know by the end of primary school. To achieve this, it is vital you have a long-term curriculum plan in place which demonstrates children's knowledge will build over time. The Kapow Primary RSE and PSHE scheme of work has been devised to revisit topics and build on children's knowledge and understanding. Below are the key topics and themes within the statutory guidance.

Kapow Primary

RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	• Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships	• Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change	• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	• Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	• Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	• Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe	• The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	• Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education	• Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	• Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy	• Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	• Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health	• Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety	• What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	**Responsibility** • Rules • Caring for others: Animals • The needs of others **Community** • Similar, yet different • Belonging **Democracy** • Democratic decisions	**Responsibility** • Rules beyond school • Our school environment • Our local environment **Community** • Job roles in our local community • Similar yet different: My local community **Democracy** • School Council • Giving my opinion	**Responsibility** • Rights of the child • Rights and responsibilities • Recycling **Community** • Local community groups • Charity **Democracy** • Local democracy • Rules	**Responsibility** • What are human rights? • Caring for the environment **Community** • Community groups • Contributing • Diverse communities **Democracy** • Local councillors	**Responsibility** • Breaking the law • Rights and responsibilities • Protecting the planet **Community** • Contributing to the community • Pressure groups **Democracy** • Parliament	**Responsibility** • Human rights • Food choices and the environment • Caring for others **Community** • Prejudice and discrimination • Valuing diversity **Democracy** • National democracy
Economic wellbeing	**Money** • Introduction to money • Looking after money • Banks and building societies • Saving and spending **Career and aspirations** • Jobs in school	**Money** • Where money comes from • Needs and wants • Wants and needs • Looking after money **Career and aspirations** • Jobs	**Money** • Ways of paying • Budgeting • How spending affects others • Impact of spending **Career and aspirations** • Jobs and careers • Gender and careers	**Money** • Spending choices/ value for money • Keeping track of money • Looking after money **Career and aspirations** • Influences on career choices • Jobs for me	**Money** • Borrowing • Income and expenditure • Risks with money • Prioritising spending **Career and aspirations** • Stereotypes in the workplace	**Money** • Attitudes to money • Keeping money safe • Gambling **Career and aspirations** • What jobs are available • Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						• What is identity • Identity and body image