

# Priors Hall – a Learning Community

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



**Resilient – Ambitious – Curious -  
Responsible – Respectful - Caring**

Adopted: September 1<sup>st</sup> 2020

Review: June 1<sup>st</sup> 2021

## Context, Rationale and Availability

This policy covers our school's approach to PSHE. It was produced by the Priors Hall ALC Wellbeing team, which looked at the school's overall approach to the teaching of PSHE alongside the school's overall SEMH needs. Pupils have been involved in the creation of this policy through pupil voice in the form of questionnaires. The policy is available to parents and carers through our website. If you require a hardcopy of this policy then please contact our school office.

## Policy Aims and Objectives

At Priors Hall ALC, we have a strong ethos and six core principles, which guide children's development. We strongly believe that children should have the opportunity to develop resilience, as research shows 'Children who are resilient 'bounce back' from difficult experiences and are less likely to experience mental health problems.' (Parenting Research Centre, 2017). Additionally, we want our children to become independent and play an active part in shaping their own lives. Our school values play a vital role in supporting this: Ambitious, Caring, Curious, Resilience, Respectful Responsible.

Priors Hall ALC is a happy, nurturing school where individuality is celebrated. We aim to provide an environment in which children feel stimulated and are given the tools to become more independent and creative thinkers with lively and enquiring minds. We value the partnership of working with children's parents and carers. We nurture and inspire children to develop confidence and resilience, in an environment where all efforts are valued and children can thrive.

Our school vision and ethos is strongly supported and embedded in the delivery of our PSHE whole school approach curriculum. At Priors Hall ALC we are committed to ensuring that the emotional and social needs of all our children are met through the delivery of this curriculum, as research shows, *'...pupils with greater emotional, behavioural, social, and school well-being had, on average, higher*

*attainment and were more engaged with their schooling.’ (Gutman & Vorhaus, 2012).*

As part of providing a broad a balanced curriculum through our agreed PSHE whole school approach, we are able to nurture and support the Spiritual, Moral, Social and Cultural development in children and promote fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens and embrace cultural differences and diversity. We recognise that our school vision is crucial to this learning and should be at the heart of whole school development.

## **Our School Values**

Our school values are embedded throughout the delivered curriculum and our school ethos. These are evident in our expectations and our daily interactions and practice. Individual values are highlighted each term through assemblies. Values are displayed around school and staff model and identify when children have demonstrated use of these. Acknowledgment is through a whole school reward scheme..

Our school values are:

Ambitious

Caring

Curious

Resilience

Respectful

Responsible

## **Creating a safe and supportive learning environment**

At Priors Hall ALC we strive to create an emotionally safe and supportive learning environment through teaching children about emotions and enabling them to articulate and share their feelings through daily discussion, in addition to the PSHE curriculum. This is done through a whole school approach using clear terminology to define our personal wellbeing. This allows all children and adults to identify wellbeing accurately.

**WELL-BEING SCALES**

5	I feel: <ul style="list-style-type: none"> <li>• Confident</li> <li>• Flexible – ready to try new things</li> <li>• Happy, cheerful and full of smiles</li> <li>• Full of energy</li> <li>• Relaxed</li> </ul>
4	I feel: <ul style="list-style-type: none"> <li>• Good</li> <li>• Happy and content</li> <li>• Happy with my friends</li> <li>• Energetic</li> <li>• Happy to be around people</li> </ul>
3	I feel: <ul style="list-style-type: none"> <li>• Calm</li> <li>• Little emotion</li> <li>• Ok / Fine</li> <li>• No real worries or concerns</li> <li>• Quite happy with myself and my surroundings</li> </ul>
2	I feel: <ul style="list-style-type: none"> <li>• Ill at ease</li> <li>• Unhappy</li> <li>• I would like to talk</li> <li>• Uncomfortable</li> </ul>
1	I feel: <ul style="list-style-type: none"> <li>• Sad, frightened, panicky, angry or furious</li> <li>• Unable to sit still, can't settle</li> <li>• I want to be alone</li> <li>• In search of some comfort but unsure what I want</li> <li>• I don't want to talk</li> </ul>

## Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of [gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion by considering all pupils' needs when planning schemes of work and delivery of lessons. Through our school values, we encourage and set expectations for our pupils to consider the needs of others. We will use PSHE education as a way to address diversity issues and to ensure equality.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. All children, regardless of additional needs, will have access to PSHE through our inclusive curriculum and a high standard of quality first teaching. We will not exclude access to PSHE for any pupil.

## **TEACHING AND LEARNING**

### **Principles and Methodology**

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole school approach, which is implemented from Foundation Stage to Key Stage 2. This covers six themes throughout the year. The six themes represent a developmental journey.

We will determine pupils' prior knowledge through observation, discussion and pupil voice. The programme will be taught through a range of teaching methods, including practical, engaging and motivational lessons, which use the characteristics of effective learners. We will ensure that all children including those with additional needs have access to an inclusive PSHE curriculum. At Priors Hall ALC we aim to help pupils make connections between their learning and 'real life'. We will make cross-curricular connections where appropriate.

### **Planning, Teaching and Learning**

To ensure a broad and balanced curriculum is in place, each half term is dedicated to following a specific theme and within that theme, specific skills are taught and covered. Priors Hall ALC use Jigsaw PSHE

scheme of work to plan and deliver lessons. This approach is progressive and age appropriate. The teaching and delivering of our PSHE programme ensures that teachers provide learning opportunities matched to the individual needs of children including, those with additional educational needs and those with English as an additional language. Pupil voice and related work is record in class journal books.

The six themes are:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Content</b>	Pupils to understand their place in the class, school and global community.	Pupils to discuss and explore anti-bullying (cyber and homophobic bullying included) and diversity work.	Pupils to set goals and discuss aspirations for themselves and the world and working together.	Pupils to have drugs and alcohol education, discuss self-esteem and confidence as well as healthy lifestyle choices.	Pupils to discuss and understand friendship, family and other relationships, conflict resolution and communication skills.	Pupils to have relationships and sex education in the context of coping positively with change. (includes age-appropriate sex education)

Through these themes, the aim is to:

- Develop self-esteem and confidence
- Work cooperatively with others
- Be respectful towards others

- Be accepting of others
- Have a sense of belonging and identity
- Be polite and have good manners
- Develop curiosity, enthusiasm and independence in their learning
- Be motivated and creative in their learning
- Take risks and be resilient
- Work hard to achieve personal success
- Be responsible and emotionally intelligent
- Understands what constitutes a healthy lifestyle
- Be aware of safety issues (personal safety, e-safety)

These skills are encouraged and developed implicitly throughout the school day, through class lessons, teacher modelling, expectation and aspirations, whole school assemblies and specific praise that identifies the above.

The key areas taught are:

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safe lifestyle
- Developing good relationships and respecting the differences between people
- Developing strong economic skills for life

### *In the Early Years:*

Alongside the whole school programme, we teach PSHE in Nursery and Reception as an integral part of the Early Years curriculum, using the Development Matters as guidance and objectives set out in the Early Years Profile. Class teachers are responsible for teaching and delivering quality weekly sessions, which include well-planned lessons.

### *In KS1 and KS2:*

A planned programme of Personal, Social, Health and Sex Education addresses the whole development of the child as part of a broad and balanced curriculum and follows the statutory government guidelines.

Children are encouraged to make positive and healthy decisions about their life-style and to resist the pressures on them to be involved with behaviour that is unhealthy or detrimental to their well-being. Children are taught about positive and age appropriate relationships.

KS1 focuses on exploratory work, for example through role-play, circle time discussions and linking to real life scenarios involving difference and diversity. Children in KS1 are introduced to terminology to correctly name body parts – which follows DfE safeguarding advice.

In KS2, children discuss topics, such as empathy and bullying. Later, they are introduced to the topics of drug awareness, sex education and relationships.

There is also a strong emphasis on E-Safety throughout the school.

For further information about RSE please see separate policy available on our school website.

### **Timetabling**

Weekly lessons are expected to take place in both KS1 and KS2 to be delivered by the class teacher. In EYFS this is delivered through the PSED aspect of Early Years curriculum. Our PSHE education provision is mapped and planned effectively to ensure coverage. Our whole school provision is further enriched by:



- Opportunities for outdoor learning
- Termly wellbeing days
- MoneySense education programme
- Career days
- PSHE school assemblies
- Celebration assemblies
- Theme days/weeks e.g. Anti-bullying, mental health awareness, E-Safety, Remembrance Day
- School council / election and participation
- Fund-raising activities e.g. Comic Relief, Harvest, Children in Need
- Visitors to school e.g. Local Fire Service, police & community officers

## Promoting Fundamental British Values

We ensure that the fundamental British Values are strongly embedded and promoted through our School ethos and values. This also encompasses the development and awareness of SMSC.

In this way we support children to:

1. Understand **Democracy** by learning to participate and work collaboratively to make decisions through democratic processes, working as a team and voting e.g. School council, Pupil Voice
2. Understand the **Rule of the law**, understanding that rules matter and are important to keep us safe
3. Develop and have **Mutual respect** for others even though we might not always agree with their thoughts and feelings
4. **Show tolerance towards others and accept** that other people have different beliefs from ours and they may believe in different religions

## 5. Live in harmony with others

### Promoting a Healthy Lifestyle

We strongly believe that *'a healthy body means a healthy mind'* and therefore we promote and support children in developing a healthy lifestyle.

We promote the development of healthy living by offering:

- Freshly cooked school meals everyday – healthy portions and balanced meals provided
- Walk to school week
- Sports day
- Range of before & after school clubs
- An enriched outdoor provision for physical development
- Timetabled PE lessons
- Daily fresh fruit
- Free milk for under 5s

## Assessment, Recording and Reporting

### Assessment, Monitoring and evaluation

#### *In the Early Years*

Class teachers assess children's development and progress in PSHE by making informal judgements as they observe children in their learning and social interactions at school every day. Alongside these judgements, teachers use the PSED objectives (as stated in the Development Matters document) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily

observations, weekly evaluations or photographs/videos. At the end of Reception, teachers report on children's personal, social and emotional well-being against the Early Learning Goals for PSED.

### ***In KS1 and KS2***

Class teachers make use of ongoing observations to assess children's progress in PSHE. Recorded work and pupil voice is used in addition to this. This is recorded in the class journal book. The class book is used for capturing pupils' knowledge and understanding, as well as monitoring progression.

There is no formal summative assessment for PSHE. Teachers will use formative assessment during the lesson to inform future plans.

## **Confidentiality and Handling Disclosure**

During PSHE sessions, children may disclose a range of issues, including, FGM and sexual exploitation, of which staff are trained to be aware of and discuss appropriate measures when these are raised. We have robust reporting systems in place for safeguarding disclosures of which all staff are aware and receive regular training. If a child has a SEN need that is also classed as SEMH this would follow the graduated response procedure for referral. Please see Safeguarding Policy for further information.

## **Responding to Pupils Questions**

All questions will be given equal value and classrooms provide a safe environment to ask questions. Resources, such as worry monsters, are accessible for those who wish to ask questions anonymously. If a safeguarding issue are raised teachers are expected to follow the Safeguarding policy. We encourage children to discuss and question a range of topics such as, friendship, feelings, staying safe etc.

## Links to other School Policies and Areas of the Curriculum

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., Science, Geography, History and in topic planning. Wellbeing is paramount at Priors Hall ALC. Our behaviour policy links closely with our school values and our vision for Prior Hall ALC children to become conscientious positive citizens.

As outlined above, at Priors Hall ALC we aim to have a broad balanced and inclusive curriculum, which is cross-curricular where appropriate.

## Involving Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home. The DFE (2019) states, ' *Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.*'

We are committed to working with parents and carers. We will communicate with parents and carers about children's learning in a variety of forums.

### Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – A Learning Community has an unwavering commitment to safeguarding to ensure that all our children and young people are safe and feel safe; that children, parents / carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance. All concerns should be given to our school Designated Safeguarding Leads, Ben Lynch, Tess McQuade, Jenna Smith or Alex Crawford.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the

Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH).

- If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999. This Policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – A Learning Community.