



**HOLYBROOK**  
PRIMARY SCHOOL



**THE  
HORIZONS  
CENTRE**  
AT HOLYBROOK  
PRIMARY SCHOOL

## PSHE POLICY

<b>Date of issue</b>	<b>Review date</b>	<b>Date ratified by Governing Body</b>	
13 <sup>th</sup> July 2021	June 2023		
	<b>Print name</b>	<b>Signature</b>	<b>Date</b>
<b>Head of School</b>	Chris Lloyd		
<b>On behalf of Governing Body</b>	Roger Butterfield		

## **Rationale**

Holybrook Primary School is a caring community that provides a positive and supportive environment which is reflected in the school motto of 'learning through kindness, courtesy and respect'. It is responsive to individual needs and helps all to reach their potential and celebrate success together both within the classroom and beyond.

We encourage children to develop understanding, take responsibility and develop caring relationships and attitudes to others and their surroundings. We welcome parents/carers and the wider community as active partners to promote the life skills needed to become valuable members of a multi-cultural society.

## **Context, including national and local policy and legislation**

The policy supports a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

This policy must be read alongside Holybrook's Relationships and Sex Education (RSE) Policy of April 2020.

## **National Curriculum:**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also: promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. The National Curriculum Framework (2014) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

## **Duty to promote wellbeing:**

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning. We offer a range of pastoral provision as part of our Quality First Teaching to support children with their wellbeing so that children are able to engage fully with their learning. This includes a whole-school approach to the Zones of Regulation which helps to promote wellbeing and emotional articulation and regulation.

## **Subject Leadership:**

The PHSE co-ordinator is Joanna Jackson.

The subject leader receives training in her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

## **Definitions**

PSHE in our school reflects the physical, emotional, social and spiritual well being of everyone in the school community. Here everyone will be encouraged to feel good about themselves and have respect for each other in a safe and caring environment.

Relationships Education prepares pupils for the opportunities, responsibilities and experiences of life. We believe it is important to help children feel secure about the emotional and physical changes that take place as they grow towards adolescence. Therefore, to develop the necessary skills and positive attitudes needed for supportive relationships, the school will address relationships education within in its PSHCE and Science curriculum. An age-appropriate Relationships and Sex Education curriculum will be delivered throughout the school. Please refer to the school's RSE Policy April 2020.

Drugs Education provides pupils with the opportunity to develop and appreciate the benefits of a healthy lifestyle. Therefore Holybrook Primary and its Governors do not condone the improper use of legal substances such as alcohol, tobacco and solvents, or the use or supply of illicit substances and will take seriously any attempt to do so.

Citizenship enables pupils to become healthy, independent and responsible members of society. We encourage pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of worth, teach them how society is organised and governed and ensure that they experience the process of democracy through the School Council. We teach them about rights and responsibilities and to appreciate what it means to be a positive member of a diverse multi-cultural society.

Healthy Lifestyles focuses on improving the health and wellbeing of everyone. Healthy lifestyles messages across school are consistent and are reflected in all aspects of school life including food provided at lunchtime, breakfast club and the promotion of food and physical activity in the curriculum and extra-curricular activities.

British Values are at the core of our PHSE curriculum. These are democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. British Values are highlighted in our weekly Picture News resource and assembly and is a constant thread throughout our PHSE lessons.

Holybrook Primary School seeks to promote the Spiritual, Moral, Social and Cultural (SMSC) development of our pupils through our PHSE curriculum, wider curriculum, range of pastoral provision, assembly programme, behaviour systems and general ethos of the school where children are encouraged to take an active role in the school.

## **Aims of the PHSE Curriculum**

The overarching aim for PSHE education is to provide pupils with:

- 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, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Within this, the school aims to develop pupils' understanding of:

- Identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Relationships, including different types and in different settings.
- A healthy lifestyle, including physically, emotionally and socially.
- A balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet.
- Risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others.
- Safety, including behaviour and strategies to employ in different settings such as online or in the wider world.
- Diversity and equality, in all its forms.
- Rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts.
- Change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
- Power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes.
- Career, including enterprise, employability and economic understanding.
- Changes that occur as children grow towards puberty and adulthood.
- The effects of others actions and accept responsibility for their own actions.

## **To whom the policy applies**

The policy applies to:

- The head of school
- All school staff
- The governing body
- Pupils
- Parents/carers

- School nurse and other health professionals
- Partner agencies working in or with the school
- Any stakeholders / visitors

### **Key responsibilities for PSHE**

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE.
- Attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate.
- Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used.
- Report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs
- Ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

The PHSE Co-ordinator will:

- Develop the school policy and review it on bi-annual basis.
- Ensure all members of the governing body will be offered appropriate PSHE training.
- Ensure that all staff are given regular and ongoing training on issues relating to PSHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE.
- Ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

- Co-ordinate the Picture News assemblies and ensure that British Values are made prominent throughout the school.

### **Governors**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the PHSE co-ordinator. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

### **Pupils**

Pupils should:

- Support one another with issues that arise through PSHE.
- Will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class.
- Will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise.
- Will be asked for feedback on the school's PSHE provision yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the PSHE co-ordinator.

### **Parents/carers**

Holybrook Primary School recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE. The school will encourage this partnership by:

- Keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered.
- Providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school.
- Expecting parents/carers to share the responsibility of PSHE and support their children.
- Encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE.
- Providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed.

## **Holybrook's PSHE Curriculum**

Holybrook's PSHE Curriculum is divided into the following Threshold Concepts:

- Sex and relationship education
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Identity, society and equality
- Careers, financial capability and economic wellbeing
- Physical health and wellbeing

Holybrook's PSHE curriculum aims to develop children's Spiritual, Moral, Social and Cultural development as well as focusing on the 'British Values' which were outlined in Ofsted's framework of 2014.

Classes in Early Years and Foundation stage teach PHSE using the Jigsaw scheme of work, whereas Years 1-6 use the 'You, Me and PHSE' scheme published by Islington Council.

In addition, every class has a weekly 'Picture News' PHSE lesson focusing on topical themes relating to a British Value. This learning is reinforced during an assembly each week.

PHSE also supports the wider aims of the Holybrook Curriculum. These aims are called our 'Holybrook Curriculum Drivers' which have been identified as key areas for learning for to address the needs of the children in our school. These are:

- Fresh experiences
- Our place in the world
- Equality and diversity
- Possibilities

Relevant curriculum drivers are identified in each medium-term plan, and where needed, additional activities are planning into units of work to ensure that our curriculum drivers are a focus of teaching and learning.

## **Early Years and Foundation Stage**

Young children can, with well-planned teaching and learning opportunities, gain the knowledge, skills and experience to prepare them for life in the wider world. The statutory framework for the Early Years Foundation Stage (EYFS DfE 2014, England) rests on four guiding support children's ongoing development. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs.
- Children develop and learn in different ways and at different rates.

At Holybrook Primary School, Early Years teachers follow the Jigsaw scheme of work which uses playing and exploring, active learning and creating and thinking critically to help young children to understand the world around them. PSHE in Early Years focuses specifically on the Early Learning Goals of personal, social and emotional development, especially 'self-confidence and self-awareness', understanding the world, specifically 'people and communities' and 'the world', and physical development.

### **Key Stage 1**

The intended PHSE learning outcomes for pupils in Key Stage 1 are:

#### **Developing confidence and responsibility and making the most of their abilities**

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from their experiences and recognise what they are good at.
- How to set simple goals.

#### **Preparing to play an active role as citizens**

- To take part in discussions with one other person and the whole class.
- To take part in a simple debate about topical issues.
- To recognise choices they can make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help them.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- To contribute to the life of the class and school ie: to realise that money comes from different sources and can be used for different purposes.

#### **Developing a healthy, safer lifestyle**

- How to make simple choices that improve their health and wellbeing b. to maintain personal hygiene.
- How some diseases spread and can be controlled.

- About the process of growing from young to old and how people's needs change.
- The names of the main parts of the body.
- That all household products, including medicines, can be harmful if not used properly, eg. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### Developing good relationships and respecting the differences between people

- To recognise how their behaviour affects other people.
- To listen to other people, and play and work cooperatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

## **Key Stage 2**

The intended PHSE learning outcomes for pupils in Key Stage 2 are:

### Developing confidence and responsibility and making the most of their abilities

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- To look after their money and realise that future wants and needs may be met through saving.

### Preparing to play an active role as citizens

- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- What democracy is, and about the basic institutions that support it locally and nationally.
- To recognise the role of voluntary, community and pressure groups.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- To explore how the media present information.

### Developing a healthy, safer lifestyle

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- About how the body changes as they approach puberty.
- Which commonly available substances and drugs are legal and illegal, their effects and risks.
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety, basic emergency aid procedures and where to get help.

### Developing good relationships and respecting the differences between people

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- Where individuals, families and groups can get help and support.

## **Teaching and Learning**

A range of strategies are employed in the classroom when delivering the PHSE curriculum and may include the following:

- An effective structure of lesson organisation and planning (including the use of 'mini plenaries')
- Through talk across the curriculum activities
- Reading /Writing
- Role Play / Drama
- Art
- Poetry
- Visits to appropriate PSHE websites
- Visitors/outside agencies

## **Assessment of PHSE**

Assessment has been included as an integral part of each topic in the 'You, Me and PHSE' scheme. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic to encourage self-evaluation and reflection on learning within the topic as a whole unit of work.

Teachers will also use a range of Assessment for Learning (AFL) strategies in lessons, using these to identify areas where further teaching or explanation is needed, and plan accordingly.

## **Conclusion**

This document would seek to inform members of staff and other interested parties on the method and purpose of teaching PSHE within the school.

It is clear that staff must follow the above rigorously for the effective delivery of the PSHE curriculum and seek at all times to be guided by the PSHE Co-ordinator and to work within the Agreed Syllabus.

A review of this document will take place bi-annually. The whole document will be reviewed by all teaching staff at a Staff meeting. The policy will be taken to Governors for discussion and approval.

This document is available on request as are all policy documents held by the school. Parents are always welcome in school to discuss this or any other policy document.

Written by Joanna Jackson  
June 2021