

PSHE & RSE Policy

Personal, social, health and economic education will underpin the philosophy and practice at Brunton First School. We promote pupils' personal social and emotional development, as well as their health and wellbeing. We understand the importance of teaching pupils that their mental health is just as important as their physical health. We are developing a new curriculum to enhance children's understanding of different emotions, how to regulate their thoughts and feelings and how to ask for help if they need it.

Our curriculum helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It 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 consider that Sex and Relationships Education (RSE) is an integral part of PSHE and Citizenship curriculum, and is linked to Science, Religious Education and Computing. The programme is set within a moral framework and matched to the pupils' level of maturity. Linked to science we educate children to be able to name parts of their bodies and prepare for puberty.

It aims to give children the knowledge and understanding of what a positive, healthy, respectful relationship is by looking at family relationships, friendships and relationships online. We aim to normalise all family types to prevent and remove prejudice. We prepare our children for life in Modern Britain by developing a deep sense of respect for diversity. We learn about one another and celebrate our individual differences. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. It teaches children about climate change and the importance of respecting and protecting the environment

We acknowledge that our teachers are best placed to understand the needs of individual pupils and as such we tailor learning to specific class needs. As a school, we have created a PSHE Curriculum alongside a 'successful lifelong learners' programme specifically designed to meet the needs of **our** children. Our curriculum responds to children's needs and promotes life skills, knowledge, understanding and language that will enable pupils to have a clear understanding of the learning process, how to stay resilient and how to adopt mentally healthy thoughts, behaviours and strategies.

We use our curriculum drivers, SLL, to embed PSHE in our daily practice. We are passionate about pupil wellbeing and we constantly strive to seek out opportunities to promote and develop resilience and emotional wellbeing.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. We use PSHE to equip pupils with a sound understanding of risk and we give them the skills and knowledge to make safe and informed decisions.

Aims of this Policy

The Government's review of Personal, Social, Health and Economic education concluded that all schools must teach Relationships education & Health Education by 2020. Primary schools are not required to teach sex education but the DfE recommends that all schools have an age appropriate sex education programme of work. At Brunton we have decided to become 'early adopters' of the new statutory guidance and are developing a curriculum to suit the needs of our pupils whilst meeting Statutory guidelines.

Framework

In the absence of a programme of study, Brunton First School has decided to develop our own PSHE programme specifically tailored to the needs of our pupils, using guidelines from the PSHE

association. At Brunton we have become early adopters and we are implementing the new statutory framework already.

This programme of study is based on **three core themes** within which there will be a broad overlap and flexibility:

1. Physical Health and Mental Wellbeing with particular focus on resilience and emotional wellbeing
2. Relationships
3. Living in the Wider World

At Brunton First School we believe that the personal, social and health development of each child, has a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Safeguarding Policy.)

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

- * The ability to develop themselves to become resilient Successful Lifelong Learners
- *To understand ‘what is a healthy respectful relationship?’ by studying the characteristics of positive relationships with particular reference to family relationships and friendships, including online.
- *To understand how to stay physically and mentally healthy - by learning the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives and to know how to ask for help and support.
- * Gain 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

Purpose of Study

- * PSHE 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.
- * As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- * PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.
- * PSHE education makes a significant contribution to pupils’ spiritual, moral, social and cultural development, their behaviour and safety and the school’s statutory responsibility to promote pupils’ wellbeing.

* PSHE education 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.

We take on board key points raised by the document published by Public Health England 'The link between pupil health and wellbeing in attainment' in November 2014 and use these to further enhance PSHE provision in our school.

Key points from evidence

1. Pupils with better health and well-being are likely to achieve better academically
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
4. A positive association exists between academic attainment and physical activity levels of pupils

Alongside focusing on specific skills and areas we use them continually so they are embedded in our daily practice and curriculum.

Roles and Responsibilities

The school's senior leadership team oversee the PSHE curriculum. The PSHE Coordinator will carry out a programme in line with the school's monitoring and evaluating procedures.

The PSHE Co-ordinator is responsible for:

- * Monitoring the teaching and learning of PSHE.
- * Overseeing and implementing the policy.
- * Writing an annual action plan for the School Development Plan and ^[1]_{SEP} evaluating progress throughout the year.
- * Attending INSET and providing staff with appropriate feedback and ^[1]_{SEP}CPD opportunities. ^[1]_{SEP}

Each class teacher is responsible for delivering the PSHE topics to their class.

Curriculum Resources

Resources for PSHE are kept in the staff room and in individual classrooms. **No Outsiders** materials are stored centrally. We are part of the **Operation Encompass** next steps project. We are working as a team to create our own spiral PSHE curriculum.

Planning for PHSE

In KS1 and KS2, Medium Term Plans are drawn using PSHE Association Programme of Study as guidance. Each Year Group is responsible for planning regular PSHE sessions, both short circle time activities and full lessons. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant. Cross curricular teaching is mapped out and regular links are made in subjects such as Science and ICT. In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings and other opportunities e.g. matters arising in the news. SLL skills are actively taught and discussed in all lessons and as such further embeds PSHE into everyday life at Brunton. SLL is fully embedded into our assemblies everyday alongside the current theme.

In Early Years Foundation Stage, Medium Term Planning is drawn from the EYFS curriculum and development matters; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning. Learner characters from SLL have been linked to EYFS Characteristics of Effective Learning to further embed PSHE into everyday life at Brunton. We have begun a 'kindness curriculum' to further enrich our provision for the emotional wellbeing of our children.

Teachers include themed weeks such as Enterprise Week, 'Hip Hop and Healthy', 'E Safety' and 'Anti Bullying Week' into termly planning overviews.

PSHE will enable children to practise specific skills in structured contexts and in their daily life including: -

1. Encouraging everybody to take responsibility for their actions through the agreement of school/class rules.
2. Encouraging children to develop a good understanding of enterprise and the importance of managing money through Enterprise week.
3. Encouraging children to recognise and respect differences between people.
4. The election of a 'Brunton Voice' and 'Eco Warrior' in a democratic manner, which actively helps children lead their learning in the school
5. Encouraging children to take responsibility for their behaviour.

There are also wider opportunities for personal and social development at Brunton First School. These include: -

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.

3. Planning class trips and visiting speakers which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for collective worship to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for Example: Christmas Nativity, Science Week, Mental Health Week, Enterprise Week, E Safety Week

We seek to promote a healthy lifestyle and self-confidence for our community by:

- The provision of a range of lunch time and after school clubs e.g. football, choir, dance, ICT, art, running etc. which help foster a healthy lifestyle and encourage children to explore individual talents.
- Bike it, stabiliser free days, Bike it Breakfast
- Providing opportunities in school for children to learn a musical instrument.
- Promoting walk to school
- Healthy eating promotions during the year with a particular emphasis during Hip Hop and Healthy Fortnight
- Regular meditation and peer massage sessions

We seek the involvement of the whole school community through: -

1. Encouraging parents/ carers to support trips or whole school events.
2. Monthly newsletters sent to parents/ carers.
3. The Home/ School agreement.
4. The Friends of Brunton First School Parents Group.

Our celebration assembly celebrates personal achievement and rewards thoughtful, caring behaviour

Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

Inclusion

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Extra Curricular Opportunities

Visiting speakers, e.g. health promotion specialists, school nurses, NSPCC, family links – doctors, community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme. These sessions are always in addition to class teaching.

Children with Special Needs, including Able and More Able

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. PSHE follows the Equal Opportunities Policy of Brunton First School.

Parental Involvement

We believe that the primary role in children's RSE and PSHE lies with parents and carers. In order to best serve our pupils, we believe it is important to build a positive and supporting relationship with the parents and carers of our children through trust, cooperation and mutual understanding. As the curriculum is changing we have held consultations and are planning an informative parent workshop to cover the new coverage. Parents are/will be given the further opportunities to find out about and discuss the schools' programme through parents' evenings, information letters, newsletters and displays. Parents are informed of the curriculum half termly and, where relevant, through additional communication. We take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for PSHE in school. All RSE that is covered in school is statutory and as a result, children cannot be withdrawn from lessons.

Community Links

Where appropriate, the school nurse and other visitors will be used. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community.

Professional Development

The Head Teacher and PSHE co-ordinator are responsible for monitoring the standards of children's work and the quality of teaching and learning. The Head Teacher and co-ordinator support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school and relevant training. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Policy Review

First Draft February 2020

Reviewed March 2020

This will be reviewed in light of any changes from the Dfe.

This policy was reviewed and agreed by the Governing Body.