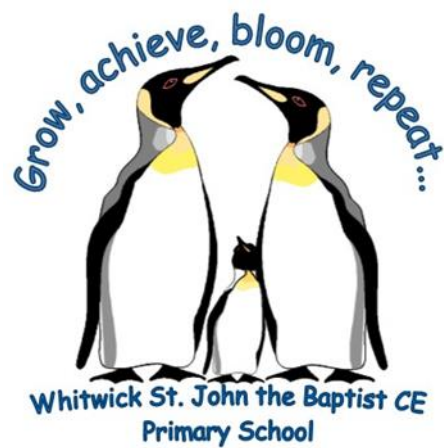


Whitwick St. John the Baptist C.E. Primary School



Personal, Social, Health and Education Policy

Agreed by Staff: December 2021

Agreed by Governors: December 2021

Signed (Chair): _____ Date: _____

Our School's PSHE Vision

"At Whitwick St John the Baptist Primary, our children are at the heart of everything we do. Ultimately, we want them to embrace who they are, accepting what makes them unique and grow into confident individuals who embrace the opportunities life has to offer. Each and every child is encouraged to develop to their full potential in a nurturing learning environment, which fosters positive self-esteem and promotes resilience, ambition, responsibility and mutual respect for all.

Through the teaching and learning of PSHE, we will provide children the opportunity to explore and question a diverse range of beliefs, values and attitudes to gain greater understanding of the society they live in. In a safe environment, we will promote kindness and honesty, where children are encouraged to reflect on their personal qualities, understanding of others and their ability to communicate their feelings. Furthermore, we will also aim to educate children about the importance of looking after both their physical and mental health, equipping them with skills, knowledge and vocabulary to live a safe, happy and healthy life.

To do this, we will guide children to develop core British Values that enable them to make sense of their experiences within and outside of school. Together, we will celebrate the diversity and achievements of our school community and guide children to become caring, thoughtful and respectful members of wider society.

Through PSHE, the children will grow, blossom and achieve!"

Policy Statement

Whitwick St John the Baptist is a caring school, where individuals are encouraged to grow, learn and achieve together within a safe, friendly and stimulating learning environment. Governors and staff are committed, by example and to the delivery of an appropriate and relevant curriculum, to maintain positive relationships, personal safety and a fair discipline system for all children and adults.

The key elements that make PHSE special and important are:

- Staying as healthy as possible;
- Keeping ourselves and others safe;
- Working well independently and together;
- Having worthwhile and fulfilling relationships;
- Respecting and valuing the differences between people;
- Developing independence and responsibility;
- Playing an active role as members of a democratic society;
- Making the most of their own and others' abilities.

PSHE Programme: SCARF

Our policy is centred on the Coram Life Education SCARF Programme for PSHE. Our school will deliver the following strands of PSHE as part of a fulfilling curriculum that the children have the right to access:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

For our school, the purpose of the Me and My Relationships is to support the children's development and understanding of their feelings, including what emotions they may experience during different scenarios and how emotions may physically feel within their bodies. In addition to this, the unit also focuses on the development and maintenance of relationships. Conflict and resolution skills are taught explicitly to equip children with strategies that will help them to overcome disagreements with others.

For our school, Valuing Difference helps children develop the skills they needed to work together, to understand the importance of diversity and belonging to a community and finally, to establish an understanding of their rights, rules and responsibilities inside and outside of school. This unit also links to core British Values and encourages the children to explore the importance of equality, democracy, mutual respect within society to ensure all members feel safe and accepted.

For our school, the purpose of Keeping Myself Self provides children with essential learning opportunities that cover aspects of internet safety, drugs, alcohol and relationship education. It encourages the children to be increasingly responsible for their wellbeing by equipping them with the knowledge they need to make good choices, which have their best interest at heart.

For our school, the rights and responsibilities unit teaches children about the value of money, with a focus on their future career prospects and aspirations. It explores what it means to be a taxpayer and explores how the government uses tax money to support the economy and society they are a part of. Building on elements taught in Valuing Difference and Keeping Myself Safe, this unit encourages the children to acknowledge the growing responsibilities they have for their own actions as they grow older. In a world that is increasingly driven by the advances and influences of technology, it is essential children understand their own rights but are also aware of the responsibilities they have in regard to social media use age.

For our school, Being My Best links to health education and its purpose is to provide young people with the relevant knowledge and skills needed to encourage positive attitudes and behaviour towards health for their present and future life. Promoting health education is a whole school and community issue and includes all aspects of physical and mental wellbeing, growth mindset and personal achievements, rather than simply focusing on a healthy diet and exercise.

Covering the statutory elements of Relationship and Sex Education, the purpose of *Growing and Changing* is to raise awareness about the impact of puberty on the children's bodies, in relation to the physical and emotional changes both genders will experience as they become older. This unit also encourages the children to think about other changes they may experience in their lives, such as moving up to secondary school, allowing them to identify emotions that may be associated with said changes and ways in which they may be able to manage them.

Further Information

The school's approach in PHSE is not simply designed to equip children with the skills, knowledge, understanding and aptitude they will need at Whitwick St. John the Baptist. Rather, it begins a process that will be built upon in secondary school, which prepares children for adult life and the rapidly changing and diverse society they will live in. This is particularly important in the mono-cultural, rural/urban fringe context in which our children grow up. Therefore, our PSHE policy is also committed to allowing children to be aware of British Values and the threat of radicalisation. Staff have been appropriately trained in PREVENT to recognise the signs of radicalisation and how to report it to appropriate members of staff.

Delivery of PSHE

Whitwick St John will provide broad and balanced PSHE content for every year group from when children first enter school in Foundation Stage up until they leave in Year 6. The content will include all statutory requirements of RSE education, as outlined by the Department of Education (DfE).

Keeping with the spirit of OFSTED recommendations, the children will have access to the broadest range of teaching and learning styles. PSHE offers learning experiences that are often unique in the curriculum. These include:

- Role play
- Simulation
- Experimental activities
- Value clarification activities/moral dilemmas
- Games
- Visits/visitors

Learning in PHSE will be organised to include:

- Individual work
- Paired work
- Small group work
- Large group work
- Whole class work

The importance of PSHE

PHSE makes a difference to the pupils' learning and achievement in a number of ways:

- **Motivation** - PHSE offers pupils' opportunities to try out new roles, take responsibility in new ways, solve real problems and work with people from outside school in a more adult atmosphere.

- **Self-esteem** - PHSE respects pupils as individuals, promotes their achievements in a variety of ways, and encourages them to reflect on their feelings and experiences, contributing to a positive and realistic sense of themselves and their relationships with others.
- **Responsibility** - PHSE's emphasis on reflection and systematic opportunity to learn from experience encourages pupils to take increasing responsibility for their own learning.
- **Key Skills** - PHSE plays an important role in developing the key skills of effective communication, decision-making, managing change and working with others, which are essential for their success at school and in future/higher education, training and employment. It also develops other skills that support learning, including coping with stress, managing emotions and accessing support.

The PHSE work at St. John the Baptist supports the work of the school policies in:

- Behaviour
- Drugs Education
- Relationships and Sex Education
- Equal Opportunities
- Anti-Bullying

Special Educational Needs

- All children regardless of ability should be given access to all aspects of the PSHE curriculum.
- Where appropriate, tasks will be set that offer open-ended outcomes to allow for differentiation.

Assessment and Record Keeping

As much of the PSHE work is oral or practical in nature, assessment will be practical or observational, where teachers will record particular achievements of individuals and groups. Where applicable, some aspects will be recorded through other mediums. The majority of assessment will take place via written notes of children's significant achievements or weaknesses.

Each class will record their PSHE work in a class PSHE scrapbook that will be kept on display in the classroom's reflection corner. Front covers for each SCARF unit will be stuck in prior to beginning the module. After each lesson, the table on the front cover will be filled in weekly to show if the lesson was taught verbally or if it is evidenced within the PSHE scrapbook.

At certain points throughout the year, whole school PSHE learning may be shown through projects such as Anti-Bullying Week, Internet Safety Day or Enterprise Week. Records will also be kept on activities such as School Council Meetings, Peer Support and Playground Pals.

Monitoring

This policy will be monitored in line with the schools monitoring and evaluation schedule. Monitoring and evaluation information will be given to the curriculum lead and head teacher to inform whole school development.