

# **WEST PARK ACADEMY**

## **PSHE Policy (including Relationship and Health Education)**

### **Policy and Guidelines**



**Reviewed: March 2021**

**To be reviewed: March 2023**

## Rationale and Ethos

This policy covers our approach to the teaching of personal, social and health education including relationship and health education.

It was produced through consultation with the directors, staff and parents.

This policy will be available to view on the school website and on request will be printed.

## Curriculum Intent

At West Park Academy we believe that it is vital that all children leave us with the skills to lead a healthy, responsible and full filled life. PSHE is an embedded part of our broad and balanced curriculum where we ensure that we develop the skills of self-worth, independence, resilience and respect. We want our children to be confident learners who can voice their opinions, be comfortable in their own skins and be tolerant and empathetic towards others. Children will take inspiration and empowerment from great leaders and people who have had the confidence to stand up for their rights.

## Safe and supportive learning environment

Lessons take place within a safe learning environment and within a 'spiralling curriculum' – so children can revisit concepts, themes and topics several times, going deeper each time, across their time at primary school. Each one builds on the one before. The curriculum is fluid in order to meet the needs of the children in our school and takes account of the healthy lifestyle surveys.

We create a safe and supportive working environment by creating a group agreement in each class at the beginning of the school year. This is done in consultation with the children. This policy is informed by the school's safeguarding policy, which can also be found on the school website.

## Entitlement and equality of opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by including all children within the lesson. We ensure that there is opportunity for children to take breaks from a lesson if they feel material is upsetting for them. This is agreed when producing the group agreement at the start of the year. Teaching will consider 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 and consider all pupils' needs by ensuring resources are differentiated and peer support so all children can be included. We expect our pupils to consider others' needs by taking time to reflect on what they have said and through encouraging real listening skills. We will use PSHE education as a way to address diversity issues and to ensure equality for all ensuring that lessons consider different genders, relationships and multicultural resources.

## Inclusion

The PSHE which we deliver, including the statutory elements of Relationship and Health Education are inclusive of all children within our care. We use a variety of age appropriate and differentiated resources to support children's learning, taking the lead from the pshe association as to what resources are suitable. Our teachers are non-judgemental and we know our audience well before delivering sensitive areas of PSHE.

## SEND

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through peer support within the main class, targeted questions, differentiated resources and ways of recording if this is a barrier to their learning. We will not exclude access to PSHE for any pupil. If a child is function at a lower level which is significant to their peers (Children who work in the Rainbow room) their work is planned and delivered using the SEND framework.

**All aspect of personal, social and health, relationship education are as important to all pupils as their academic achievement. We make every attempt not to withdraw children from PSHE for interventions.**

## Intended outcomes

As a result of our PSHE programme of learning, pupils will be able to make informed choices, look after their bodies, including their mental wellbeing, be able to cope with the pressures that society puts on them and be able to speak confidently. They will be aware that they have the right to feel safe and the right to say no. It will equip them with all of the skills they need to grow into responsible, emotionally stable citizens.

## Learning and Teaching

We will determine pupils' prior knowledge/starting points by carrying out baseline assessments with the class at the beginning of each topic because pupils will bring differing levels of knowledge and understanding. The programme will be taught through a range of teaching methods, including P4C, circle time, question and answer sessions, role-play, visits and visitors. We will ensure that sessions, including those on risky behaviours remain positive in tone by using scenarios and group agreements to support. We feel it is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences which is why we help pupils make connections between their learning and 'real life' behaviours. We will make links to other areas of the curriculum such as science and PE.

## **Planning**

Our curriculum is planned using the PSHE association guidelines. We have chosen to use their Primary Programme Builder question model approach. This includes all of the statutory content of the Relationship and Health Education Statutory elements as well as non-statutory areas of pshe. The three areas it is split into are:

Core theme one: Health and wellbeing

Core theme two: Relationships

Core theme three: Living in the wider world.

By the end of KS2 all children will have learned about:

- Physical health and mental wellbeing which includes mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies – puberty and periods.

### Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

### **Assessment**

We will assess pupils' learning and progression in individual lessons and use this to inform future planning. We will evidence pupils' learning and progression by looking at and comparing baseline assessments with end of unit assessments. This will show how a child's thoughts, knowledge and understanding has progressed. We will make summative assessments from this.

The programme will be led by Gemma Chambers, the subject lead. It will be taught by class teachers and supported by TA's and Jane Graham when needed for individual children. External visitors will be used to supplement the curriculum. Teachers responsible for teaching PSHE will receive training if they require it. We will use external contributors to enhance the curriculum not to replace what we do. When using external speakers to deliver aspects of our PSHE programme we will ensure that we have shared our group agreement with them and talked about the needs of the class.

### **Confidentially**

Each class has a set of ground rules that they will recap at the beginning of the lesson and refer to it throughout if and when needed. Where possible confidentiality is maintained and staff do not discuss children with whom do not need to know. We never promise complete confidentiality to children. If a pupil makes a disclosure then staff know this needs recording on CPOMS. If it needs following up immediately then they will approach the safeguarding lead (Sam Hirst) or deputies (Jenna Ford/ Jane Graham).

### **Responding to questions**

Pupils' questions will be answered as openly and honestly as they can be. Teachers will be the positive role model required to enable children to make the right decisions. Teachers will think carefully about the answers they give to ensure they give the right messages. Sometimes this might mean not saying truly what they think and just like in RE we will not to show any prejudices. Pupils who feel uncomfortable asking questions in front of their peers can do so by writing questions and placing them in a box. Some classes have a question box in their class all year where other classes use these to supplement lessons where required. If a safeguarding issue is raised by an anonymous question we will discuss the issue with the class and SLT will be informed.

This policy supports/compliments the following policies:

- Safeguarding
- Extremism
- Anti- Bullying
- Relationships Education
- Online safety

Learning in PSHE classes will link to/complement learning in science and PE.

### **Involving parents and carers**

We are committed to working with parents and carers. We will offer support through Jane Graham when required and directing parents to resources, websites and other organisations. We will communicate with parents and carers by putting information on the website and inviting parents into school to view material at certain times of the year. We will encourage discussion of topics at home by setting homework tasks. We will communicate to parents about their right to withdraw their children. If required we will invite parents into school to discuss this as parents do not have the right to withdraw from Relationship and Health Education aspects of our wider PSHE curriculum.