

Berkswich CE Primary School			
Reference Number C11	Shared with Staff October 2021	Ratified by Governing Board October 2021	Review Date September 2021 October 2023
Policy Title	Personal, Social and Health Education (PSHE) Policy		

Berkswich CE PSHE Statement of Intent – relate to vision.

At Berkswich CE, our vision is that a robust PSHE education is one that enables everyone in our school community to live life in its fullness and revolves around the Biblical principle that we are all, 'fearfully and wonderfully made'. Our curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme. Our outward looking approach treats every member of our school family equitably with dignity, kindness and mutual respect. Our culture is one of continuous improvement, creativity and enthusiasm, which we believe enables our children and staff to be enterprising and approach challenges with the resilience needed to become healthy, independent and responsible members of society who can enrich their whole lives and understand the contributions they can make in an ever changing world.

At Berkswich CE, we fully believe in the National Curriculum's statement that we should provide 'a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life'. Our PSHE and RSE programme enables this and builds on the PSHE Association, the National curriculum and the statutory guidance on drug education, financial education, citizenship, personal safety, RSE and the importance of physical activity and diet for a healthy lifestyle. We strive to provide all children with lifelong skills, which can be carried on to secondary school, further education and into their career and whole adult life.

We ensure that our children take ownership of their own PSHE journey, allowing them to understand how they are developing personally and socially. Through our broad and balanced PSHE curriculum, we endeavour to prepare our children for the opportunities, responsibilities and experiences they already face and for adult life. We provide a rich range of opportunities so that our children have the information in order to keep themselves healthy and safe, both emotionally and physically. All our staff encourage the children to understand how their actions have consequences and how they can make informed choices to help themselves, others and the environment.

We recognise that our PSHE and RSE programme should reflect the needs of all our pupils. We expect the teaching staff to use a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education' (KCSIE)

- DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'
- PSHE Association Programme of Study for KS1-5 (updated for 2020)
- DfE (2017) 'Statutory framework for the early years foundation stage' (please see Early Years area found via the Learning tab on the school website (www.berkswichceprimary.co.uk))

This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

Governors

The governing board has overall responsibility for the implementation of the school's PSHE Policy. They also have overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.

Berkswich CE Primary has a designated link governor who meets with the PSHE and RSE lead at least once a year to find out about:

- progress towards whole school improvement priorities
- the school's systems for planning each area, supporting staff and ensuring that current legislation and guidance is followed throughout school
- the range and importance of PSHE/RSE visitors that the children are exposed to
- the understanding of all children and how this impacts them in day to day life

The curriculum governor will report back to the governing board.

The Headteacher

The Headteacher has overall responsibility for:

- Reviewing the PSHE Policy annually
- Working with the PSHE/RSE lead
- The day-to-day implementation and management of the PSHE Policy
- Review how PSHE/RSE fits into the school as a whole through progressive planning
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- Support staff development through in service training and provision of resources

The PSHE and RSE Lead

The subject leader is responsible for:

- Preparing and reviewing policy documents, curriculum overviews and progressions for the subject, which support the challenging demands of the PSHE and RSE guidance, the school's curriculum intent and drivers, as well as the Berkswich CE Charter.
- Ensuring the continuity and progression from year group to year group and that learning and experiences are cumulative and ambitious.
- Keeping up to date with current thinking, research and policy changes which impact the PSHE and RSE progression in school and helping to develop colleagues' expertise and confidence in the subject by leading staff training and providing staff members with the appropriate professional development

- Liaising with the Year Six teacher at Berkswich CE and Year Seven transition lead at the children's next setting to ensure that provision is also tailored to the children's needs when they move on.
- Liaising with the named governor to report on progress, new research and understanding in PSHE and RSE.
- Monitoring the learning and teaching of PSHE, providing timely support for staff where necessary and ensuring that learning opportunities are maximised.
- Ensuring common standards are met for assessing children's attainment and progress.
- Collating self-assessment and teacher assessment data and setting new priorities for the development of PSHE in subsequent years.

Responsibilities of the teacher

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all children are met by:

- Acting in accordance with this policy.
- Instilling a love of the subject and the confidence in each child to promote the PSHE within them.
- Having ambitious, high expectations for every learner, including SEND and other vulnerable groups.
- Aiming to develop the children's awareness of their place in their class, communities and the wider world.
- Increasing the children's confidence, sensitivity and their ability to voice their PSHE.
- Taking responsibility to strengthen subject knowledge and seek support as necessary.
- Having a working understanding of the prior PSHE learning and opportunities of the children and their needs in subsequent years.
- Constantly reviewing the PSHE and RSE journey from Nursery to Year Six, considering pupils' needs and outcomes.
- Ensuring that the planning and opportunities are broad, progressive and wide-reaching over the year and that they meet the wider curriculum intent for Berkswich CE.
- Providing opportunities for repetition to build long-term knowledge and skills.
- Monitoring the progress of pupils in their class and reporting this parents and carers if necessary.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team.

Responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is responsible for:

- Advising staff how best to support pupils' needs.
- Organising and providing any necessary training for staff regarding the PSHE and RSE programme for pupils with special educational needs and disabilities (SEND).
- Advising staff on the inclusion of PSHE and RSE objectives in pupils' individual education plans as necessary.
- Advising all teaching staff on strategies to meet pupils' needs.

The implementation of the PSHE curriculum

Meeting the aims for PSHE from the Government

Berkswich CE Primary School delivers a broad and balanced PSHE curriculum that allows the children to become strong, successful and well-rounded individuals. The Government have not released a PSHE programme of study for primary or secondary schools to follow. Their current guidance explains that PSHE *'is an important and necessary part of all pupils' education. All schools should*

teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'

The Government does not consider PSHE a statutory subject. They '*consider it unnecessary to provide new standardised frameworks or programmes of study.*' This is because '*PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.*'

The Government expresses that '*Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.*'

At Berkswich CE, we do expect all children to be taught our PSHE curriculum and for PSHE to be a part of their education.

The PSHE Curriculum at Berkswich CE

Due to the nature of PSHE, the curriculum can be taught in many ways and types of lessons can vary between year groups. The needs of the children are at the centre of PSHE teaching and thus planning can be adapted to each cohort. Delivery is through:

- PSHE teaching
- Prayer and worship activities
- Collective worship
- Visiting speakers
- Circle time
- Story time

PSHE Teaching

Berkswich's PSHE and RSE programme takes the learning objectives from the PSHE Association's 'Programme of Studies: KS1-5'. Their three core themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Our bespoke programme is broken down into six areas, one per half term, and divides each of the above areas into two. These areas encompass the PSHE Association's learning objectives and Berkswich CE values.

Autumn

- Our Class
- My Safety

Spring

- Our Community
- Our World

Summer

- Our Health
- Our Relationships

Please read the PSHE Whole School Overview to see the objectives covered in each area.

Our discreet PSHE lessons are taught weekly for a short period of time. Learning is not be restricted to each half term and teaching staff will use their professional judgement where areas may overlap, or re-teaching is needed. PSHE is also not restricted to the discreet lessons and is encouraged to be

taught, discussed and considered in other areas of the curriculum.

All PSHE learning is recorded on the School's website. Each area of PSHE learning has a designated webpage where the learning for each cohort is recorded every half term. These webpages, in conjunction with the PSHE overview, allow the teaching staff to know their children's prior learning, and be mindful of their own end points in relation to the expectations contained in subsequent years.

To ensure that pupils embed key concepts in the long-term memory, each focus is repeated throughout every year group. This repetitive approach means that children have opportunities to revisit, apply and extend what they have already covered in an age appropriate level with the children's maturity in mind. This will ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the PSHE and RSE skills that are essential for them to have a strong, happy, successful and well-rounded life.

Teacher subject knowledge

Although we follow the objectives from the PSHE Association, teaching staff can meet these objectives through the means that they feel best for the children they are teaching. A list of recommended resources is provided to teaching staff to enable them to build on their PSHE expertise and be informed with the latest PSHE updates.

The PSHE lead provides CPD for all teaching staff in school, so that they are equipped with the necessary subject knowledge to deliver the PSHE curriculum. In an area where teaching staff may feel un-equipped or un-suitable to deliver a PSHE objective, the PSHE lead or a professional body will deliver the learning. This allows the PSHE curriculum to be delivered to a high standard, thus allowing the children exposure to a variety of experience and expertise.

PSHE in EYFS

EYFS concentrates on the same six areas that KS1 and KS2 follows. However, due to the nature of EYFS, the PSHE and RSE objectives are threaded more fluidly throughout the provision. In the Development Matter documents, PSHE and RSE is referred to Personal, Social and Emotional Development (PSED).

At Berkswich, PSED is recognised as one of the building blocks to having a well-rounded, strong and successful life. Ensuring that PSED is interwoven throughout the children's development helps them to interact effectively and develop a positive attitude towards themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

PSED is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Self-confidence and Self-awareness

Through enhanced provision, discreet PSHE lessons and everyday learning, the children at Berkswich develop confidence in who they are, what they can do and in expressing their own ideas. Teaching staff are committed to building all children's confidence to allow them to thrive and grow. Across the PSHE focuses of 'My Community' and 'My World', children are given opportunities to see themselves in the different communities they belong to. This allows their self-awareness and understanding of their place in the world to flourish.

Managing Feelings and behaviours

Building the children's understanding of their own feelings is pivotal to life in EYFS at Berkswich. We plan into our daily provision several opportunities where they can discuss their emotions and listen to how other people are feeling. This allows the children opportunities to manage their feelings without letting them spill out into every small annoyance they meet. In the 'My Class' and 'My Community', children delve further into the simple rules of the classroom and society and this links to how they follow simple rules both at school and home.

Making Relationships

This aspect of PSHE is crucial in developing a well-rounded, successful life. At Berkswich CE, we focus on making strong, balanced relationships throughout the year, but put emphasis on building these skills in 'Our Class' and 'Our Relationships' units. Through all provision, including visiting speakers and guests, and themselves as role models, teaching staff ensure that children can see somebody else's point of view and take that into account when they play and work with other children.

In all three areas, if a child is struggling with PSHE in their daily school life, the teaching staff allow for intervention, additional provision to be provided and potentially external agencies to be involved.

The terminology, language and vocabulary used in PSHE and RSE

As PSHE is a widely discussion-based subject, at Berkswich CE we have high expectations of the children's vocabulary being accurate and rich. Using technical terminology, which is age-appropriate and guided by the PSHE Association, teaching staff increasingly expect children to give precise and deep explanations. All teaching staff across all areas of learning model this language first and any mis-understood terminology is corrected and understanding terminology is deeply rooted in the PSHE curriculum.

Cultural capital

PSHE and RSE is an area of learning where the children can realise their own cultural capital and discuss it with their teachers, families and peers. Balanced with the school's enrichment charter, the children are offered a variety of opportunities which range from behind-the-scenes trips, charity and political exposure and also the chance to organise events. In addition to cultural capital being embedded in the PSHE curriculum, there are other opportunities for children to see cultural capital in practice.

- Visiting speakers on specific topics, such as police officers discussing the impact of social media in UKS2.
- Speakers from the community who have been involved in a community initiative.
- Parents or family members visiting classes to discuss their job or an event in their life.
- Subject field experts

Exceeding the PSHE Programme

As challenge is a part of every child's learning, Berkswich CE PSHE programme allows for the children to question, challenge boundaries and further their thinking in the areas of learning. We provide a physical, emotional and cognitive safe space for all pupils to extend their PSHE skills through planned opportunities and day-to-day experiences to broaden and apply their learning within real-life situations.

Professionals and those with a range of experiences are regularly invited into school to talk and discuss several areas of interest. This is in order to encourage the children to be aspirational and understand the impact of their PSHE journey in primary school to their future selves and careers.

The impact of our PSHE and RSE curriculum

Assessment

Berkswich CE sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Throughout the year, teachers allow time for children to self-assess their PSHE journey in their self-assessment booklets, which are carried with them from Nursery to Year Six. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention. Formative assessments such as, questioning, observation and discussion assess the children's knowledge and understanding and in order to monitor progress. The children learning that is documented through the School's website chronicle each class' journey from Nursery to Year Six, which allows the children to reflect and the teaching staff to view previous experiences.

In everyday school life, teachers are responsive and alter their plans accordingly to help children's social relationships, well-being and any other concerns that may arise.

If a teacher identifies any pupils' who need more assistance, support or time, then the teacher is responsible for organising this and informing the PSHE lead or the SLT.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. For further information about assessment in EYFS, please visit our Early Years area found via the Learning tab on our school website (www.berkswichceprimary.co.uk).

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Assessing children's answers against the learning objectives
- Pupils' self-assessment of their understanding
- Analysis of recordings

Verbal reporting of PSHE can be provided during informal meetings with parents throughout the year and during Parents' Evenings. The progress of pupils with SEND will be monitored by the SENDCo.

Children's overall attainment in PSHE and RSE is also recorded and tracked through the school's summative assessment system.

Where are we headed?

By the time children leave our school, they will understand the PSHE and RSE journey they have taken. Children can vocalise their experiences, opportunities and the learning throughout Berkswich CE. This will be evidenced in the children themselves.

Spiritual, moral, social and cultural development

Our PSHE and RSE programme allows children to learn to work effectively with their peers and build positive relationships with a wide variety of people. They learn to build their self-confidence through healthy discussion, even debates and varied points of view. Pupils develop an understanding of other cultures and people from every walk of life.

Equal opportunities

All pupils will have equal access to the PSHE and RSE programme. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing these lessons. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons, visiting guests and the teaching materials used.

Diversity

The principles of treating every member of our school community with dignity and mutual respect underpin all that we do at Berkswich CE. We believe it is our duty to represent every member of society equally, equitably and justly. As part of our bespoke PSHE curriculum, fairness and equal representations of ethnicity, culture, race, gender, family make-ups and sexual orientation is ensured so that every child, member of staff and extended school community member is valued.

Policy Review

This policy will be reviewed by the Headteacher on an annual basis. Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is September 2022.