



# Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

## PSHE Policy

Approved: Spring 2023

Next Review Date: Spring 2026

The Government's statutory safeguarding guidance for schools: Keeping children safe in education; statutory guidance for schools and colleges (May 2016) states that: 'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).'

### **Philosophy**

At Ormskirk West End Primary School we believe that PSHE is fundamental to the development of the individual potential in all our children. It is recognised at Ormskirk West End Primary School as crucial to our children's development as responsible, confident and considerate people. PSHE allows pupils to develop the knowledge, skills and attributes that they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and enables them to leave school equipped with skills they will need throughout their life. It happens both formally and informally and has links with many other areas of the curriculum. This policy outlines the way PSHE is taught throughout Ormskirk West End Primary School.

At Ormskirk West End, we want our children to:-

Value the achievements they make, and the achievements of others,

Make informed choices to deal with risks and meeting challenges now and in the future,

Decide on values by which they want to live their lives.

### **Aims**

The PSHE at Ormskirk West End Primary School aims to:

Prepare all our pupils for the challenges of adult life and to become involved in the life of their community, Enable our pupils to make informed healthy life choices,

Nurture the self-esteem and emotional development of all our young people.

It also teaches children how to:

Keep themselves and others safe, have worthwhile and fulfilling relationships, respect the differences between people, develop independence and responsibility, play an active role as members of a democratic society, behave in a socially and morally acceptable way including towards authority and each other and understand economic wellbeing.

### **You, Me, PSHE**

You, Me, PSHE is a clear and progressive PSHE curriculum which will help the children in their personal, social and emotional development. It will bring together work we have been teaching in our PSHE curriculum and is divided into 7 different strands.

These are:

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

Within each strand, there are age appropriate topics for the different year groups. These are designed into a 2 year rolling programme to ensure curriculum coverage in mixed age classes. One topic per half term is taught and each topic consists of three 60 minute lessons which are each split into two 30 minute lessons. Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes)

You, Me, PSHE will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens.

### **Planned Opportunities for PSHE**

All pupils have a discretely timetabled time for PSHE of a minimum of 30 minutes per week. As we have a creative curriculum, PSHE may be incorporated into topic work as well as being taught discretely.

### **Cross-curricular teaching**

Links are made with PSHE in other curriculum areas as appropriate throughout our creative curriculum. It can also be seen in whole school events such as Mental Health Week, Anti-bullying week etc.

### **Resources**

Resources are audited and are centrally kept in school. These resources are reviewed and updated regularly. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.

### **Learning and Teaching**

Before the start of each session, clear ground rules are established as this is one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules are followed consistently and revisited throughout the lesson. Teachers model good use of the ground rules and reinforce or renegotiate them as required. A range of teaching strategies will be used as appropriate. These will include circle time, role-play, discussion, visitors, stories, creative activities and pupil initiated activities. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem. All classes use circle time to promote and discuss issues within PSHE. Each PSHE lesson is recorded in class floor books, detailing the learning that has taken place within that lesson.

### **Early Years Foundation Stage (EYFS)**

We teach PSHE in the EYFS as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the EYFS guidance to develop a child's personal, emotional and social development (PSED). We also support PSHE through other areas of learning such as Understanding of the world, Literacy and Communication and Language.

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. As part of the You, Me and PSHE Scheme, there are assessments, which will assess knowledge, skills or understanding of the children at the end of each topic taught.

### **Reporting**

Reports will be made to the governing body as requested. Provision is made in the end of year report sent home to parents to highlight a child's progression in PSHE.

### **Support for Staff**

Class teachers will have the opportunity to have training in areas where they feel less confident. There will be in house training arranged in some areas.

### **Support for Pupils**

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs. Pupils and families will be given information about school and external agencies that they might be able to access for specialist help and support, for example School Nurse/Learning Mentor/counsellor. We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. We take into account the targets set for the children in their SEN support plans and group intervention plans. Delivery will be differentiated appropriately.

### **Monitoring and Evaluation**

Planning and samples of work from the class floor books, including photographs and questioning of children, will be collected by the subject leader and will be kept in the PSHE subject leader file. This will also include input by pupils and parents. Pupils Voice will also be recorded and acted upon. The Subject Leader will produce an annual report for the HT on standards, strengths and areas for development in PSHE. A subject action plan may also be written to drive improvements. There is a governor responsible for PSHE, and the head teacher has responsibility for pupil welfare. The PSHE subject leader will work closely to ensure that our aims are being met.

### **Pupil Involvement**

The children have the opportunity to share ideas about their school with the school council which will feedback to the head teacher. Children also have input in areas such as electing school council, deciding how to raise money for charity and which charity we raise money for. Children are involved within the community by participating in carol concerts and donating to local charities. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

The elected school council are actively involved in promoting PSHE and resolving issues which are addressed by the pupils of the school. We encourage children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

### **Parental Involvement**

We welcome the contribution parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHE programme and their child. Parents are invited to join in events in school, including class and award assemblies and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter. Working with parents is a vital part of the whole school approach to PSHE.

### **Community and Other Agency Involvement**

Where appropriate, visitors such as the school nurse, School Police Liaison officer, fire brigade, the local MP or other visitors will be used to enhance the children's learning. 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. There are guidelines in school for the use of visitors and these are adhered to at all times.

### **Safeguarding**

As there may be sensitive issues raised in PSHE, there may be opportunities for pupils to make unexpected disclosures to staff. Staff are familiar with the Safeguarding policy and are aware of who is the designated Child Protection teacher (DSP). If a disclosure is made staff will consult with the designated member of staff immediately.

### **Links to other initiatives and policies**

This policy links closely with school policies on:

Sex and Relationships Education

Science

Behaviour for learning

Bullying

Equal Opportunities

Confidentiality Policy

Child Protection Policy

### **Monitoring and Evaluation**

This policy will be reviewed as part of the schools monitoring cycle.

**Last review date:** Spring 2023

**Next review date:** Spring 2026 (or sooner if required)