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## Personal, Social and Health Education (PSHE) Policy

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Lead reviewer: Greg McGill  
Approval by: L Settle (Governor)

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*To create this policy, consultation and feedback has been sought with governors, parents and carers.*

### Vision

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. PSHE gives children the confidence to tackle many of the moral, social and cultural issues that are part of growing up. It provides children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. It is closely linked with our Values-based Education, British Values and the Healthy Schools Programme.

### Intent

Swallowfield Lower School's PSHE scheme of work aims to equip children with essential skills for life; It intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Lessons in this scheme have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. These units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: **health and wellbeing, relationships and living in the wider world** (including economic wellbeing and aspects of careers education).

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. **The relationships and health aspects of PSHE education are now compulsory in all schools and came into effect in 2021 (following a delay with the coronavirus pandemic).** There is no right to withdraw from Relationships Education or Health Education.

Formal aspects of human reproduction and sensitive issues surrounding sexuality and personal relationships are dealt with by agreement with the next school. In Swallowfield Lower School, under the umbrella of PSHE we will deal with:

- Relationships education (Being safe, online relationships, respectful relationships, caring relationships, different families and people who care for me)
- Self-esteem and mental health
- Drugs education
- Money sense
- Health education (to include exercise, food, nutrition, environmental and psychological aspects of health education)

We are also committed to the idea that Swallowfield should identify not only with a high standard of academic achievement but also with other highly complex qualities in people, for example caring, understanding and consideration for others.

## **Implementation**

Our PSHE scheme of work is designed to be taught in thematic units, which consist of six lessons. The units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PHSE education regularly at a depth that is appropriate for the age and stage of the child.

Our PHSE units are delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience.

Assessment for learning opportunities are built into each lesson which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson ends up with an opportunity to consolidate and reflect upon learning.

### **Health and Wellbeing**

**Safety First**-Year 2, Year 4, Year 6

**Think Positive**-Year 2, Year 4, Year 6

**It's My Body**-Year 1, Year 3, Year 5

**Aiming High**-Year 1, Year 3, Year 5

### **Relationships**

**TEAM**-Year 1, Year 3, Year 5

**Be Yourself** -Year 1, Year 3, Year 5

**Growing Up**-Year 2, Year 4, Year 6

**VIP's**-Year 2, Year 4, Year 6

### **Living in the Wider World**

**One World**- Year 2, Year 4, Year 6

**Respecting Rights** –Year 2, Year 4, Year 6

**Britain**- Year 1, Year 3, Year 5

**Money Matters**- Year 1, Year 3, Year 5

## Teaching and Learning Strategies

In the Early Years PSHE is ongoing and fits under the banner of PSED.

In Key Stage 1 - 45 minutes is timetabled per week.

In Key Stage 2 – 45 mins/1 hour is timetabled per week.

Our PSHE curriculum follows the guidance, programme of study and resources provided by the PSHE Association as recommended by the DfE. The PSHE curriculum is based on three core themes: **Health and Wellbeing, Relationships and Living in the Wider World**. Health and Relationships education became statutory for all schools from September 2020. This updated part of the PSHE curriculum equips children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

In the Early Years, PSED (personal, social and emotional development) is one of the prime areas of the Early Years Foundation Stage and is closely aligned with the PSHE curriculum of Key Stage 1 and Key Stage 2. As well as being integrated within the curriculum, it is taught through discreet circle time sessions. In KS1 and KS2, PSHE sessions are timetabled weekly, and additional opportunities are incorporated across all curriculum subjects. A range of teaching strategies are employed including circle time, role-play and discussion.

Children participate in whole school events such as Walk to School Week, Road Safety Week, British Values/UK Parliament Week, Anti-Bullying Week and Healthy Schools Week. Elected school parliament members are actively involved in promoting PSHE and Values Education.

Working with parents is a vital part of the Swallowfield approach to PSHE and Values Education, and this is reflected in our annual home-school agreement. Parents are regularly invited to join events in school, including class assemblies and workshops. A monthly newsletter informs parents of events and developments, and also celebrates children's successes. Parents are encouraged to share examples of how their children live the school values at home.

## Relationships Education

We focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of our school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, we talk explicitly about the features of healthy friendships, family relationships and other relationships our children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of our lower school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Our families include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### **Our PSHE curriculum meets statutory guidelines for the teaching of Sex and Relationships Education**

#### **Children with SEND**

If appropriate, children with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted to suit individual's needs. Teachers and/or learning support assistants work with individual children where required.

#### **Spiritual, Social, Moral and Cultural development.**

At Swallowfield Lower School we develop the qualities and attributes children need to be healthy, independent and active participants in society. Our whole-school PSHE schemes of work includes units on British Values, Global Citizenship, Personal Safety, Health, Relationships Education and Mental Wellbeing, supporting us to deliver effective SMSC provision.

PSHE and Values Based Education is an integral part of our assemblies and RE lessons. Classes and groups of children share their work and ideas with the rest of the school, on Friday afternoons. Families of the children involved are invited to join us on these occasions. In addition, Tuesday and Thursday afternoon is our special awards assembly and parents of the pupils receiving an award are again invited. We also have special assemblies for Mother's Day, Father's Day, Harvest and Christmas.

Ongoing initiatives include: The school Parliament – with Healthy Snacks and raising money for appropriate causes and the benefit of the school. We also work with the Diana Award and have trained Anti-Bullying Ambassadors throughout KS2. Children are also given jobs to promote responsibility. If children are identified with personal support plans (PSP) or general problems they are able to communicate with one adult during the lunchtime sessions, this can be on a short- or long-term basis with our Pastoral Leader.

#### **Diversity and Inclusion**

The values and ethos that Swallowfield promotes to pupils and staff includes a commitment to build and maintain strong relationships. In our school we focus on:

- Promoting wellbeing
- Encouraging and celebrating diversity
- Embedding our values into our curriculum and life at school

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics-between people who share a protected characteristic and people who do not share it
- Our Equality Policy outlines fully how we achieve this in school and includes:
- Promoting tolerance and understanding of a range of religions and cultures through different aspects of our curriculum and through our Values education.
- Holding assemblies dealing with relevant issues. Weekly Values Assemblies are held along with Celebration Assemblies which often deal with these issues.
- Considering the impact of significant decisions on particular groups. For example, when a school trip or activity is planned, the school considers whether the activity:
  - o Cuts across any religious holiday
  - o Is accessible to pupils with disabilities
  - o Has equivalent facilities for boys and girls

## **Values Based Education**

Swallowfield Lower School is a 'Values based School'. We seek to promote an educational philosophy based on valuing self, others and the environment through, the consideration of an ethical values vocabulary (principles that guide behaviour), as the basis of good educational practice. It encourages adults to model values and to give time for reflective practices that empowers individuals to be effective learners and good citizens. It is based on a 2 year cycle, (22 values) so there is continuity and progression. A different value is chosen every month.

The purpose of Values Education is:

- To help the class and school community think about and reflect upon positive values and how to express them in the world.
- To inspire pupils to choose their own positive personal, social, moral and spiritual values.

The benefits for the pupils include:

- Behave more calmly and purposefully.
- Children can reflect upon their behaviour.
- Children are more self-aware and considerate.
- They take greater responsibility for their actions.

We promote these values throughout the school during each month. It is part of assemblies, part of PSHE teaching and embedded in our school life.

## **Safeguarding and Child Protection**

The head teacher (Mrs. Kim Brewer) is the Designated Safeguarding Leader and there is a governor with the direct responsibility of this (Mrs. Amanda Hurst). The Deputy Headteacher, Mr Greg McGill is the Deputy DSL and all three adults have undertaken full Safeguarding training.

Child abuse includes all incidents of non-accidental injury, physical, neglect, emotional and/or sexual abuse.

All staff are made aware of the procedures to be followed in cases of suspected child abuse. They know of the importance of recording contemporaneous notes, which accurately reflect the language used by the child. The school will always report obvious or suspected cases of child abuse, even at the risk of upsetting some parents whose case on investigation proves unfounded.

The school uses the 'Keeping Children Safe in Education 2021' document and 'Working Together to Safeguard Children 2018' document to form its practice.

Every year all children are included in the safeguarding assemblies from the NSPCC.

### **Community Links**

The school also actively seeks input from the wider community, both to assembly and to lessons, by inviting a range of visitors.

Community links include:

- Love Woburn Sands
- Salvation Army
- St. Michaels church
- St. Botolphs church
- Local OAP Homes
- Frosts Garden Centre
- Liaison with other local schools and playgroups

Members of other faith communities, charity group workers and members of the wider community all have a contribution to make to the school curriculum.

## **Impact**

Swallowfield's PSHE scheme of work provides the school with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our PSHE scheme of work supports the active development of a school culture that prioritises our Values based Education, physical and mental health and wellbeing, providing children with the skills to evaluate and understand their own wellbeing needs. They will practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. We believe that successful PSHE education also helps our disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

Swallowfield Lower School's PSHE scheme of work is used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This ensures that all children are able to develop the knowledge, skills and attributes the need to succeed at school and in the wider world.

## **Open and Transparent Communication**

To promote awareness and understanding of PSHE and increase engagement within our community, Swallowfield Lower School is open and transparent with its communication to families regarding the themes and units covered. Alongside the PSHE Leader, year group teachers and governors wrote letters to parents and carers detailing the content of the PSHE Curriculum and how this would be taught. Feedback was sought and then acted upon to gain the best possible outcome in delivering effective PSHE provision. Year group content is also delivered at Parent Welcome Meetings at the start of the academic year.

## **Policy Review**

The PSHE Leader will review this policy every two years through discussion with staff, parents and governors, taking into account national initiatives and requirements.