

Buxton Junior School



PSHEE (Personal, Social, Health & Economic Education) Policy

This policy was approved by the Governing Body:

Signed..... (Chair of Governors)

Date:

Minute No:

Date for Review:

(This policy will be read alongside Buxton Junior School's Child Protection and Safeguarding Policy)

Why do we teach PSHEE?

Buxton Junior School is committed to investing in our pupil's health and well-being, thus assisting in the process of raising pupil achievement.

Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible British citizens. PSHEE underpins our school ethos.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum and to contribute fully to the life of their school and communities. In doing so they learn to recognise their own value, develop skills to work well with others and become increasingly responsible for their own learning. Pupils learn to reflect on their experiences and to understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity, diversity, and differences, so that they can go on to form effective, fulfilling relationships which are an essential part of life and learning.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver a PSHEE programme which recognises and addresses this impact and safeguarding our children and young people now, and in the future, is a vital element of our PSHEE programme. We follow the Derbyshire PSHE Matters scheme and Project Evolve (online safety).

This policy promotes practices within the school that reinforce our vision.

The following quotation demonstrates how PSHEE contributes to spiritual, moral, social and cultural development as defined by OFSTED:

The spiritual development of pupils is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences*

The moral development of pupils is shown by their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues*

The social development of pupils is shown by their:

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *Willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively*

The role of PSHEE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015

Janet Palmer HMI (National Lead for PSHEE education)

What does our PSHEE curriculum include?

Attitudes and Values

- Learning the importance of values and individual conscience.
- Learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models for the nurture of children.
- Learning about the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Having structured opportunities for the exploration of personal attitudes and values.
- Learning to respect and value difference and diversity including diverse family models, genders and sexualities.
- Learning about the rights and responsibilities to oneself and others.
- understanding responsibility for one's own safety and that of others both in the real and the digital world.
- Understanding the impact of mental illness.
- Understanding the importance of equality concerning genders and sexuality.
- Learning that violence and coercion in relationships is unacceptable.
- Developing a commitment to their own safety and that of others.
- Exploring rights and responsibilities for themselves and others.
- Exploring attitudes and values towards drugs, drug use and drug users.

Skills

- Learning to recognise one's own emotions and those of others.
- Learning to manage emotions and relationships with confidence and sensitivity.
- Learning to manage change.
- Developing self-respect.
- Learning how to use appropriate language in the real and the digital world.
- Learning to be empathetic to others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning how to identify risk both in the real and digital world.
- Developing an appreciation of the consequences of choices made.
- Learning how to recognise and avoid exploitation and abuse.
- Learning how to keep oneself safe and how to extricate oneself from an unsafe situation.
- Developing critical thinking.
- Learning how to make and carry out informed decisions.
- Developing decision-making skills both in the real and the digital world.
- Developing an appreciation of the consequences of choices both in the real and digital world.
- Learning to manage conflict and developing negotiation skills.
- Developing inter-personal skills.
- Developing a sense of belonging.
- Having opportunities to develop a positive self-image.
- Learning how to cope with and resist unwelcome peer pressure.
- Learning to communicate openly and respectfully about relationships and sex.
- Learning about playing a positive and active role as British citizens.
- Learning how to ask for help and accessing advice/services.

Knowledge and Understanding

- Learning and understanding emotional and physical development at appropriate stages.
- Learning about the impact of stereotyping and negative language.
- Learning and understanding reproduction and sexual health.
- Learning about sexuality and understanding differences.
- Learning about a safe and healthy lifestyle based on accurate information.
- Understanding the positive benefits of loving, rewarding and responsible relationships.
- Learning how to resist unwelcome pressures to be sexually active both in the real and digital world.
- Learning about protective behaviour.
- Learning about how to keep oneself mentally healthy.

- Learning about the impact of coercion and violence.
- Developing a knowledge of legal and illegal drugs and their effects.
- Learning about the nature and impact of immediate, local, and global economic and social inter-dependence and environmental sustainability.
- Learning about their community and the society of which they are a part.
- Learning about how our society is structured and functions.
- Developing the knowledge, skills and personal values to reflect on current affairs.
- Knowing where to seek appropriate help and advice.

All these elements will be delivered in an age-appropriate manner.

How PSHEE is provided:

1. This school has a caring ethos and models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, Personal, Social, Health and Economic Education.
3. Within Science as stipulated by the National Curriculum and/or as negotiated with the Well-being Coordinator/Inclusion Team.
4. Through other curriculum areas for example Drama, English and, where appropriate, Outdoor Learning.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Through delivery in response to incidents.

Teaching, Learning and Assessment

All the following elements are essential in providing quality PSHEE.

1. Teaching and Learning Methods

Teaching and learning best practice will be applied; this includes active learning methods and varied strategies to promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

2. A Safe Learning Environment

In order for PSHEE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed, and referred to wherever appropriate. (When receiving external visitors, they will have sight and/or understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.

- Distancing techniques, such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained and pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for pupils to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meaning of words will be explained in a sensible and factual way.
- Humour is an important element of the PSHEE classroom.
- Signposting to sources of support will be provided when dealing with sensitive issues.

3. Groupings

PSHEE takes place within mixed gender or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing a particular mix of gender may be useful. It is important to note that although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that both genders learn about the other's changes etc., and it is also important to note that at times friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

4. Asking and Answering Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, manner appropriate to their age and development. Teachers will use their skill and discretion and where necessary seek advice and support from the Well-being Co-ordinator.

Teachers will apply the following principles:

1. Clear guidance will be established about what is and isn't appropriate; the group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address to the whole class, the teacher will acknowledge the question and attend to it later with the pupil.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation. As previously mentioned, humour may be used if appropriate.
5. If a teacher is concerned that a pupil is at risk in anyway, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

A Normative Approach

In PSHEE we communicate a positive attitude about the behaviour of our pupils and use a range of data and research to correct misconceptions about children and young people's behaviour.

It may also be appropriate on occasions to use national, local or school generated data to corroborate this. This approach can be used for many subjects and in turn promotes critical thinking skills to enable pupils to make choices based on fact rather than false beliefs. It also provides opportunities within the curriculum to address attitude development and discuss what influences children and young people's decision-making.

Our staff will keep in mind that our pupils are unlikely to be engaging in sexual relationships and/or inappropriate drug use. In PSHEE we communicate a positive attitude about the behaviour of our pupils and use a range of data and research to correct misconceptions about young people's sexual behaviour.

Visitors

A visitor can enrich, but not replace, the PSHEE curriculum as a planned event with a teacher present. It is particularly useful when visitors have expertise and/or provide a service to pupils. (Please see the External Contributors Policy for the best practice in context.)

Resources

Teaching resources will be selected based on their suitability for pupils and their impact. The school follows the Derbyshire County Council PSHEE Matters Scheme of Work. We also use Project Evolve to teach children how to stay safe online and to learn about the digital world.

Continuity and Progression

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes, covering knowledge, skills and attitudes developed in responses to the baseline (needs) assessment of pupils building on previous/existing knowledge, experience and understanding. Baseline, self, peer, and end of module assessments will contribute to the effective delivery of PSHEE.

Pupils' existing knowledge will be the starting point for all PSHEE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in PSHEE will be the same expectations as in other subject areas.

The elements of PSHEE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum.

Equal Opportunities

Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or

sexual orientation or whether they are looked after children. This means that PSHEE education must be sensitive to the different needs of the individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

PSHEE Association Creating a PSHEE Policy for your school 2014

At Buxton Junior School we recognise that children have varying needs regarding PSHEE depending on their circumstances and background. Buxton Junior School believes that all pupils should have access to PSHEE that is relevant to their particular needs. To achieve this, the school's approach to PSHEE will take the following points into consideration:

- Girls tend to have a greater access to RSHE than boys through the media and at home. In respect of this, we will consider the particular needs of both genders, and approaches that will actively engage all pupils. We will also be proactive in recognising and eliminating sexism, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties and/or physical disabilities which require additional support to meet their PSHEE needs or cause difficulties in accessing the PSHEE curriculum. In these instances we will assess the pupil's need and modify or adapt our provision to deliver an appropriate PSHEE curriculum.
- Different ethnic and cultural groups may have different attitudes to PSHEE. In these circumstances, we will consult pupils and parents/carers about their needs and will seek their views and also promote respect for and understanding of the views of different ethnic and cultural groups in line with safeguarding and schools' statutory duty to keep pupils safe and deliver certain elements of the statutory PSHEE curriculum.
- Some of our pupils will go on to define themselves as non-binary, lesbian, gay, bisexual, or trans, and may also have family and/or friends who define themselves in this way. Our approach to PSHEE will include sensitive, honest and balanced consideration of sexuality and definitions within society. We will challenge any heterosexual dominant discourse and will actively challenge homophobic bullying.
- We recognise that our pupils come from differing family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.

Personnel and Training

We have a Well-being/PSHEE coordinator who is regularly trained and updated in this fast-moving subject area.

To ensure quality delivery of PSHEE, staff who deliver PSHEE have appropriate and regular training to keep them updated. Buxton Junior School is committed to ensuring that everyone involved in teaching or supporting the teaching of PSHEE receives appropriate and ongoing professional development in order to maintain a whole school consistency and to deliver high standards for the children/young people in our care.

All new staff will receive a copy of the PSHEE Policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHEE Coordinator. The views of pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. Needs assessment is built into the lessons and this will also inform any changes to the curriculum.

PSHEE staff receive the same teaching and learning monitoring and support as other subjects. The PSHEE Coordinator receives time to carry out this process.

Consultation, Policy Development and Review

For everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about PSHEE on occasions.

The school will ensure that parents/carers are:
made aware of the school's approach and rationale for PSHEE through policy;
involved in the review of the PSHEE policy;
made aware of the school's PSHEE curriculum;
encouraged to support their child's learning at home through shared learning activities, if appropriate.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This document is freely available to the entire school community and has also been made available on the school website.

This policy will be reviewed on a biannual basis.

Policy Links:

RSE

Child Protection and Safeguarding

Confidentiality

Science (curriculum)

External Contributors

Anti-Bullying

