



PSHE POLICY WESTGATE PRIMARY SCHOOL

Definition of PSHE:

The DfEE report, 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfEE, 1999)

INTENT

Rationale and ethos:

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future.

Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our PSHE also develops children's understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. At Westgate, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do; PSHE is an important and necessary part of all learners' education.

Our Aims:

- To promote the spiritual, moral, cultural and social development of all learners at the school;
- To promote the mental and physical development of all learners;
- To prepare learners at the school for the opportunities, responsibilities and experiences of life after school;
- To develop healthy relationships and lifestyles
- To promote diversity and equality

IMPLEMENTATION

Our 'You, Me and PSHE' scheme of work supports children to be healthy, independent and responsible members of a society and aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We

support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Our ‘You Me PSHE’ scheme covers these topics:

- Careers
- Drug, alcohol and tobacco education
- Financial capability and economic wellbeing
- Identity, society and equality
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Sex and relationship education

Our PSHE Curriculum is enhanced with *MindMate* lessons.

The following themes are taught across Key Stage 1 and 2:

- Feeling good and being me
- Friends and family
- Life changes
- Strong Emotions
- Being the same and being different
- Solving Problems
- British Values

Entitlement and Progression

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach:

- We must teach relationships education (primary) /relationships and sex education (RSE) (secondary) under the [Children and Social Work Act 2017](#), in line with the terms set out in the [statutory guidance](#).
- We must teach health education under the same statutory guidance.

This PSHE Policy also takes into account the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)

What we teach

We are required to cover the content for relationships education/RSE and health education, as set out in the statutory guidance (linked above).

Please refer to our relationships education/RSE policy for details of what we teach in this subject. This can be found on our school website.

We are also required to teach what is contained within the National Curriculum Science for Drug Education which is as follows:

Key Stage	Content
One	N/A
Two (Upper Key Stage 2 only) Year 6 Programme of study	Animals including humans <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using 'You, Me, PSHE' scheme of work.

For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see appendix 1 (PSHE long term plan)

How we teach PSHE

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities as set out below:

- Discreet PSHE curriculum time (this can be either weekly or blocked)
- Assemblies,
- Class discussions/circle time/Newsround
- Themed events/days -mental health awareness week, safer internet day and walk to school week, Anyone can day, Diversity week, Disability awareness day etc

PSHE Lessons

- Our PSHE Lessons are either taught by our learning mentor or class teachers.
- LTPs and MTPs map out the PSHE curriculum content.
- We use the 'You me PSHE' scheme to support the planning of the lessons.
- Each lesson starts or ends with a Mindfulness activity
- As a school, we have developed our understanding and use of a variety of pedagogical approaches that focus on how children learn. We believe that these approaches enhance and develop our mastery approach. Our lessons plan opportunities for **retrieval** through the use of carefully scaffolded questioning and revisiting of **key vocabulary**. We understand that with retrieval practice, regularly visiting areas already learnt before, helps to connect new ideas to ones that are already known. Each lesson starts with a **retrieval practice/vocab** Smartnotebook where the children are given key words, learning and questions for the lesson.
- In addition to the PSHE unit of work each half term there is a short Mindmate session too.
- Modelling, discussion and dialogue - Talk in PSHE and RHE is the basis for all lessons. As teachers we encourage children to: Articulate their thinking, take responsibility for asking questions of others to clarify understanding, agree and disagree, justifying their thinking and responding in full sentences with the intention that everyone understands them.
- Questioning-Teachers use questioning throughout PSHE and RHE lessons to elicit children's understanding and promote and challenge children to deepen understanding of concepts. Questions should be precise and develop thinking. Teachers build opportunity for AFL into lessons and will use regular opportunities for discussion and use strategies to check and deepen a pupil's understanding.

Assessment

- Each unit starts with a written pre assessment from Y2-6 and a verbal assessment in Y1. At the end of each topic the children complete a post assessment sheet.
- Although much of our PSHE work with children is verbal or through physical activities, each class does have an evidence folder where any written work and pre/post assessments are kept.

Resources

We use primarily 'You, Me, PSHE' Scheme and the resources recommended within it. We select carefully resources which meet the pupils' needs as well as appropriate objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them.

We use books, both fiction and non-fiction, within our PSHE programme. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

See 'You, Me, PSHE' for a list of resources

In addition to the 'You, Me, PSHE' resource list, we also have mapped out the equality and diversity books. Each class has a set of resources in their classroom.

Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

The school uses a range of visitors to enhance the PSHE curriculum, for example, DSide company who deliver internet safety and drugs awareness sessions, Bradford Interfaith who organise visitors to school and opportunities for our children to experience a range of places of worship. We also have links with school nurses and the Leeds healthy school team to support our curriculum.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher will be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have.

Roles and responsibilities

The governing body:

The governing board will approve the policy and hold the head teacher to account for its implementation.

Staff:

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- following the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- monitoring progress

Pupils:

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision.

Staffing/ Staff Development

In order to achieve our intentions of all pupils receiving high quality PSHE lessons, the school, through the PSHE subject leader, supports staff to gain confidence and competence in teaching high quality PSHE. This ensures that the ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy.

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- training and support is organised by Helen Carpenter who may choose to liaise with Joanne Hattersley and Marie Colannino .
- all members of the teaching and non-teaching staff will be offered generic PSHE training which includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions , an introduction to the rationale of why teaching PSHE is so important, learning outcomes and school policy.
- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through advice, meetings and training sessions.

Protected Characteristics

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the [Equality Act 2010](#) to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

The school will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision
- staff approach PSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
- PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's inclusion policy are made

Establishing a safe and supportive environment

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Teachers establish a safe and supportive environment through:

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

The needs of pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils and also to ensure we meet their needs in terms of their age, stage and development. We involve pupils in the planning, development and evaluation of their PSHE in appropriate and relevant ways.

We involve pupils in shaping the curriculum through:

- At the start of the topics asking what they would like to find out.
- Pupil questionnaires

Safeguarding/ Confidentiality in the context of PSHE lessons

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Leads Helen Carpenter/ Marie Colannino if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one to one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

IMPACT – Assessment and Recording

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. Teachers use:

- Retrieval/vocab notebooks
- Pre and post assessments
- Discussions

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives. Pupil progress is assessed by using:

Pupil Voice

The most effective way to find out what pupils understand about PSHE will be to talk them. The majority of lessons are heavily discussion based which will allow children to develop their own thought and opinions on matters and debate this further as they go through the school. Pupils from Year 2 are expected to also record their thoughts and understanding of areas covered through our pre and post assessments and some written tasks. Through conversations with pupils we are also able to understand how they learn, if they are able to connect prior learning to the learning they are undertaking as well as using this to understand where their learning will take them next. The PSHE lead carries out pupil voice activities each year with a selection of children across school.

AFL opportunities/assessment

Progress can be seen throughout a teaching sequence and class teachers use the pre and post assessments as well as AFL opportunities throughout the lessons. The PSHE lead also carries out regular 'Book looks' across school and learning walks in order to review progress. The feedback from these monitoring tasks is shared with class teachers.

Monitoring:

The priorities set out in the PSHE plan are monitored and reported upon to ensure impact is maximised. The PSHE Subject Leader reports to the Governor and Head Teacher to scrutinise pupil health and wellbeing data e.g. the My Health My School/Wellbeing Survey to assess the impact of PSHE and identify emerging priorities.

The delivery of PSHE is monitored by Joanne Hattersley through:

- Book Looks
- Pupil discussions
- Data analysis (My Health, My School survey data)

The PSHE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHE are met. Where possible practice is shared, disseminated and developed.

Consultation process:

This policy was drafted by JHattersley (PSHE Lead) in consultation with the Leeds Healthy Schools Team and shared with all staff and governors.

Review

This policy was adopted by governors in May 2023 and will be reviewed as part of a 3 year cycle.

Signed: (Head teacher)

Signed: (on behalf of governing body)

Date: 02/05/2023

Appendix 1

PSHE Long Term Plan

Westgate Primary School PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 BHM Celebration MindMate – being the same and being different	Identity, society and equality Me and others (CE)	Identity, society and equality Celebrating difference (CE)	MINDMATE (JH) Being the same and being different	Identity, society and equality Democracy (CE)	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia) (CE)	Identity, society and equality Human rights (DH) Mindmate Being the same and being different - CE
Autumn 2 Anti bullying week MindMate – Friends and family	Keeping safe and managing risk Feeling safe (CE)	Sex and relationship education Boys and girls, families (CE)	Keeping safe and managing risk Bullying – see it, say it, stop it (JH)	Keeping safe and managing risk Playing safe (CE)	Keeping safe and managing risk When things go wrong (CE)	Keeping safe and managing risk Keeping safe - out and about (CE) FGM (depends on cohort)
Spring 1 Fair Trade MindMate – Solving problems and making it better	Careers, financial capability and economic wellbeing My money (CE)	Keeping safe and managing risk Indoors and outdoors (CE)	Sex and relationship education Boys and girls, families (JH)	Sex and relationship education Growing up and changing (CE) Mindmate Solving problems and making it better - CE	Sex and relationship education Growing up and changing (JH/Hopk) Mindmate Solving problems and making it better - CE	Sex and relationship education Healthy relationships / How a baby is made (DH) Mindmate Solving problems and making it better - CE
Spring 2 D-Side MindMate – Strong Emotions	Drug, alcohol and tobacco education What do we put into and on to bodies? (CE)	Drug, alcohol and tobacco education Medicines and me (CE)	Drug, alcohol and tobacco education Tobacco is a drug (JH)	Drug, alcohol and tobacco education Making choices (CE)	Drug, alcohol and tobacco education Different influences (CE)	Drug, alcohol and tobacco education Weighing up risk (CE)
Summer 1 MindMate – Feeling good and being me	Physical health and wellbeing Fun times (CE)	Physical health and wellbeing What keeps me healthy? (CE)	Physical health and wellbeing What helps me choose? (JH)	Physical health and wellbeing What is important to me? (CE)	Physical health and wellbeing In the media (CE)	Prevent lesson 1-5 CE
Summer 2 Health and Wellbeing Week MindMate – Life changes and transition	Mindmate Life changes and transition (CE)	Mindmate Life changes and transition (CE)	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Mindmate Life changes and transition (CE)	Careers, financial capability and economic wellbeing Borrowing and earning money (CE)	Mindmate – Life changes and transition (CE)

Red flag demarcates where lessons cover safe guarding.
 NB) Each unit of work starts with a Mindmate session.