



We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

*I am the vine; you are the branches.
If you remain in me and I in you,
you will bear much fruit.
John 15:5*

GORING CHURCH OF ENGLAND PRIMARY SCHOOL Personal, Social, Health and Economic Education Policy

Policy Approved by the Curriculum Committee on ...1 February 2021

Signed Chair of Governing Body

Review Date ...February 2023

Definition and Purpose of PSHE

Goring Church of England Primary school take very seriously the responsibility that schools have to provide a broad and balanced curriculum that reflects not only the academic achievement of each child but also their development as a person. The school promotes the following:

- The spiritual, moral, cultural, mental, emotional, social and physical development of pupils in the school and in society.
- To develop the whole child and enable him or her to realise their true potential.
- Prepare the child for the opportunities, responsibilities and experiences of adult life.
- To give them an awareness of and responsibility towards their local community and global citizenship issues.
- To enable the child to express how they are feeling to support their overall mental health and sense of wellbeing.

Through such work, the school will prepare each child for the opportunities, responsibilities and experiences of the present and future, enabling them to become good citizens. All children are entitled to receive sound information about keeping healthy and safe, both emotionally and physically.

Documentation

This policy should be read in conjunction with the following policies:

- Acceptable Use Agreement policies
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Data Protection Policy
- Drug Education Policy
- Equality and Accessibility Policy
- Learning and Teaching Policy
- Mental Health and Wellbeing Policy
- PSHE Policy
- Pupil Behaviour Policy
- RE policy
- Relationships and Sex Education Policy
- Spirituality and Reflection Policy

Aims

Goring Church of England Primary School aims, through implicit and explicit learning experiences, to:

- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance and understand the fundamental British Values – being part of Britain, democracy, rules and laws, individual liberty and respect and tolerance of those with different faiths and beliefs.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards physical and mental health.
- Foster self-respect and self-esteem among all members of the community.
- Give opportunities for children to experience awe and wonder.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To use computers and other devices safely and report anything which makes them feel uncomfortable.
- To be aware of sustainable living and our responsibilities towards our planet.
- Integrate the school values of Belong, Believe, Achieve into daily life.

Across the curriculum, children are given the opportunity to work on feelings and to practice personal and inter-personal skills. Some children may also do additional targeted work on friendships. We value the learning that goes on within the community and in the home, believing that these, alongside school links, are an essential dimension of PSHE.

Subject content and delivery

At Goring Church of England Primary School the PSHE curriculum is taught, through timetabled lessons across all key stages, using a spiral curriculum approach (a course of study in which pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning). The topics that are covered in each year group are as follows:

- 1) Me and my relationships
- 2) Valuing difference

- 3) Keeping myself safe
- 4) Rights and responsibilities
- 5) Being my best
- 6) Growing and changing

More details of what is covered in these topics specific to each year group are outlined in the PSHE long term plan which can be found on the school's website.

The school uses a scheme called 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) to supplement their teaching and provide high quality resources during lessons.

Activities are planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies are used in the delivery of this policy. These will include:

- Circle time and class discussion.
- Imaginative writing.
- Reflection, sharing and showing.
- Role-play and drama.
- Games, story-telling and interpretation.
- The use of video and computer technology.
- Visits and visitors where appropriate.
- Class lesson time.
- Responsibility to represent their class.
- Carry out specific tasks for the school community.
- Collective Worship topics.
- Peer mentoring/buddy system/sports leadership.

Relationships and Sex Education (RSE) is delivered as part of the PSHE curriculum. More information about RSE and how the school meets the government requirements relating to RSE can be found in the RSE Policy on the school website.

The PSHE coordinator works closely with colleagues in related curriculum areas (e.g. Science, Computing, RE and PE) to ensure a holistic and joined up approach to what is taught in PSHE.

Monitoring and Evaluation

The school regularly monitor and evaluate the PSHE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the PSHE and RSE coordinator and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any amendments clearly communicated.

The School's Leadership Team monitors and evaluates the implementation of the programme and pupil's knowledge and understanding through:

- Pupil voice (e.g. using pupil surveys and focus groups)
- Evidence from lesson observations including analysing pupil engagement in lessons

- Teacher evaluation of lessons and the overall PSHE programme
- Looking at samples of pupils' work
- Analysis of behaviour incident records (e.g. prejudicial bullying)

Pupil voice

Pupil voice is central to the culture and ethos of the school. Staff use pupil voice to evaluate how relevant and engaging PSHE is to children's lives.

Throughout the PSHE scheme of work staff embed pupil voice practices to enable pupils to express their views on the range of topics and issues that PSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

The school wants to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed appropriately and without delay.

The school want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Safeguarding and child protection

Goring Church of England Primary School acknowledges that PSHE is crucial for creating a culture of safeguarding within the school and for meeting statutory obligations as outlined in Keeping Children Safe in Education (September 2019).

PSHE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse.

Staff recognise that when discussing some of the issues PSHE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

Staff also recognise that some children may be vulnerable to some of the content delivered in PSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Goring Church of England Primary School wants to create a learning space that feels safe for children and young people to disclose, staff also want to protect children's privacy.

At Goring Church of England Primary School, the staff do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, staff will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, staff believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Assessment

The assessment of PSHE will take place in all curriculum areas. However, clear learning objectives will support the focus of assessed activities.

Healthy School Environment

We seek to achieve:

- A safe and aesthetically pleasing environment.
- A warm and supportive social environment promoting positive relationships and high esteem for all.
- A rich and diverse cultural environment which values the variety of people's backgrounds and cultures whilst encouraging a breadth of interests.
- A health-promoting environment where healthy choices are enabled and valued.
- An involvement in sport and extra-curricular clubs.
- An environment where the health of the staff is considered important and adults provide positive role models in all aspects of well-being.
- An environment where energy use/waste is minimised where possible.

Staff Training

We seek professional advice for staff as well as suitable courses and training as identified or required. Staff meetings provide opportunities for discussions on children's work and resources.