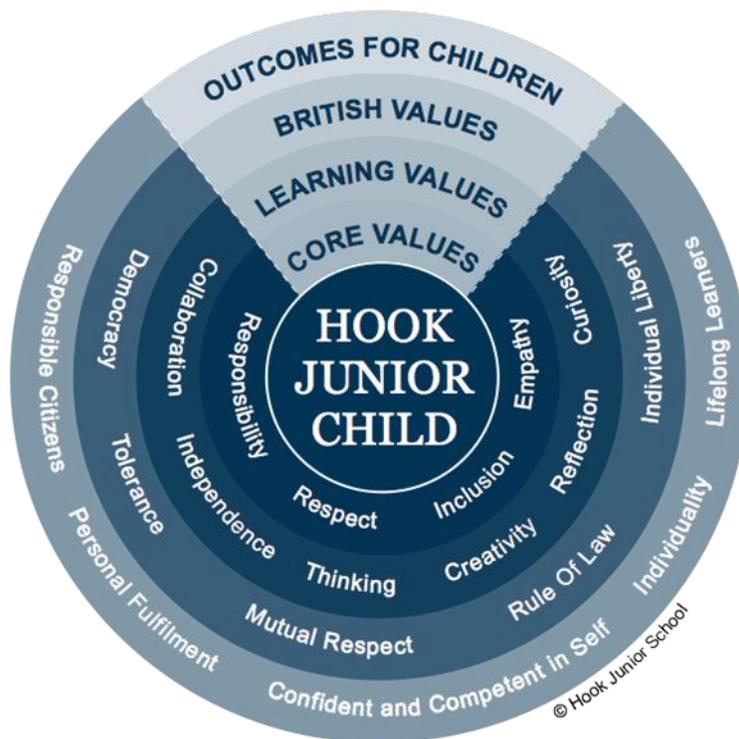


Personal, Social and Health Education (PSHE) Policy 2020-2022

Date Reviewed:	January 2021
Next Review:	July 2022 in preparation for September 2022
Review Cycle:	2 years from July 2022
Reviewing committee:	School
Reviewers:	PSHE Leader & HT
Linked Policies:	SMSC Policy RSE Policy Anti-Bullying Policy Child Protection Policy Teaching and Learning Assessment for learning SEND code of Practice Equality Policy Curriculum Policy Inclusion Policy
Policy is based upon:	DfE Guidance, National Curriculum requirements and Hampshire RSE policy guidance
Ratification Date:	26.01.2021
Signed by Headteacher:	
Signed by Chair of Governors:	

Aims

At Hook Junior School, Personal, Social and Health Education (PSHE) enables our children to develop socially, academically, culturally and spiritually within a caring atmosphere underpinned by strong school values shown in the model below.



Our PSHE education provides pupils with the knowledge, understanding, attitudes, values and skills they need to reach their individual potential and participate successfully within the local, national and global community. PSHE supports our ethos and commitment to child centered development and provision.

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

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. In order to prepare young children for their future, it is vital that they are equipped with the skills that will enable them to become informed and independent citizens able to deal with life’s challenges.

We aim for our children to understand and respect our common humanity; diversity, similarities and differences so that they are equipped to form the effective, fulfilling relationships in a range of contexts that are an essential part of life and learning.

Statutory requirements

At Hook Junior School, we are committed to the development of the whole child and place Personal, Social and Health Education at the heart of all that we do. We recognise our role to support pupils to develop in many diverse aspects of life; the responsibility of preparing pupils for their adult lives is one we take pride in, and assume with integrity and purpose.

This PSHE policy is informed by latest DfE guidance (online) on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE guidance July 2020)
- Preventing and tackling bullying
- Drug and Alcohol Education

- Keeping Children Safe in Education, September 2020, updated January 2021
- Equality (Equality Act 2010: revised June 2014).
- Public sector equality duty (PSED) (s.149 of the Equality Act).
- Respectful School Communities: Self Review and Signposting Tool (
- Behaviour and Discipline in Schools
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- National Citizen Service guidance for schools

Teaching and Learning

At Hook Junior School, we use the term PSHE as an umbrella title for our curriculum in PSHE, Relationships and Sex Education (RSE), Health Education, SMSC education and British Values.

PSHE at Hook Junior School is organised around core, essential themes, with themes being taught in discrete, weekly lessons in each year group. The themes stated below are organised progressively so that each year the learning builds on prior learning appropriate to the children's age and development.

- Growth Mind-set
- Physical and mental wellbeing
- Personal and E-Safety
- Anti-bullying
- Relationships (RSE)
- Community
- Personal responsibility
- Respect
- Children's rights and responsibilities (UNCRC)
- Inclusion and equality
- Social skills and play
- Individual freedom
- Resilience and change
- Health prevention and first aid
- Drugs, Alcohol and Healthy Lifestyles
- Body changes and Puberty (Year 5 onwards) (RSE)
- Sex Education (Year 6) (RSE)

Class teachers are responsible for planning appropriate lesson content which delivers the objectives of the Hook Junior School PSHE overview, including Relationship and Sex Education.

PSHE lessons are linked closely with the school values, character values, British Values and SMSC education. Where possible, PSHE lessons are linked to topic based work to provide clear contextual links (e.g. personal responsibility and environmental issues).

Additional theme weeks and charitable giving days are held on a termly basis – e.g. Mental Health Awareness, Children in Need and Anti-Bullying weeks. Daily assemblies are based on our core values, British values, special days of religious observance and support the delivery of PSHE and SMSC education.

Pupils are given opportunities to develop their personal and social skills through roles and responsibilities such as: prefects, school council representatives, sports leaders, junior librarians and playground buddies.

Differentiation

The PSHE curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes and those individuals within them. Hook Junior School offer opportunities for children to learn in different ways. These include: investigation and problem solving; research and finding out ; group, pair, whole class and individual work , asking and answering questions; use of technology; fieldwork, visits to places of educational interest and visitors ; creative activities ; watching educational recordings and responding to musical or recorded material debates, role-plays and oral presentations ; designing and making things; participation in athletic or physical activity. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to identify ways to improve their learning.

Special Educational Needs and Disabilities (SEND)

The DfE guidance states: 'Lessons should be planned to ensure that there are no barriers to every pupil achieving.' This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.' The Equalities Act provides the guiding principle that pupils with additional needs must be able to participate in the curriculum, so the PSHE curriculum must be accessible to all pupils.

The guidance highlights the needs for schools to be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At Hook Junior School, we acknowledge that for some pupils there will be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. We will ensure that our PSHE teaching is sensitive, age-appropriate, developmentally-appropriate and delivered with reference to the law.

Resources

We use a range of up to date resources and technology to support PSHE teaching and learning, including a range of high quality texts to support children in their understanding of key concepts. These include social stories to enable children to empathise in situations they may not themselves experience. In addition to this resource, teachers may use: My Happy Minds, Picture news, No Outsiders, SCARF, PSHE Association, Anne Freud resources, other appropriate resources to support learning.

The PSHE Leader conducts a termly review of resources and newly available resources.

Home Learning

We believe it is important to have the support of parents and the wider community for our PSHE programme. Parents will be given the opportunity to find out about and discuss the schools' programme through:

- Parent awareness workshops e.g. internet safety, Sex and Relationships education
- Information leaflets/displays e.g. mental health and anti-bullying advice and support
- Updated curriculum information and guidance on our school website
- Learning consultations

To support home learning in PSHE, we set a half term project linked to a key curriculum theme for that academic year.

Assessment

We assess children's learning in PSHE formatively during lessons, and through summative teacher assessment of learning against the specific objectives set out in the PSHE curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year and at the end of Key Stage Two.

We do not set formal tests or examinations in PSHE. The assessments that we make of pupil achievement and their next steps in learning are discussed with parents at learning consultations and formally reported in end of year pupil reports.

Roles and responsibilities

The governing body

The governing body has delegated the approval of this policy to the Headteacher and will hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

The PSHE Leader

The PSHE Leader is responsible for implementing the PSHE curriculum, for monitoring standards and supporting staff to deliver high quality learning in PSHE.

Staff

Staff are responsible for:

- Planning and delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Assessing and recording pupil achievement

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The quality of teaching and learning in PSHE is monitored and evaluated by the subject leader and senior leadership team. The planning and co-ordination of teaching in PSHE are the responsibility of the subject leader who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for PSHE and delivering staff training
- Evaluates the strengths and areas for development in the subject through a range of evidence and monitoring activities;
- Communicates, supports and undertakes actions to secure improvement.
- Writes and evaluates the strategic plan for PSHE

