



Policy Title:	P.S.H.E.
Policy Folder:	Subjects
Last Review:	April 2021
Next Review:	April 2024
Led By:	Subject Co-ordinator
Responsible Committee:	SD Committee
Appendix:	SRE

This policy sets out our school's approach to PSHE including the statutory Relationships, Health Education and non-statutory Sex Education programme. It was produced by the PSHE coordinator working with the Senior Leadership Team and should be read in conjunction with the RSE policy.

Introduction - achieving our intent through PSHE curriculum:

Our school is a place where everyone is welcomed and treated equally, encouraged and respected. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring environment. We want our pupils to have the knowledge to make sense of the world in which they live in and relate to others in it. We understand that the world we live in is constantly changing and want our pupils to thrive in the future regardless of change and challenges because they are equipped with the right skills and knowledge. Our PSHE curriculum emphasises how pupils can keep themselves and everyone safe whilst developing and nurturing a healthy body and mind.

Our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school will be integral to the teaching of RSE at Lantern Lane.

Legislation and Guidance

This PSHE policy has been written to ensure Lantern Lane meets the requirements of the National Curriculum 2014 for Science and provides relevant learning in line with the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002 all schools must provide a broad and balanced curriculum. This should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This policy also takes into account the following direction from the Department for Education:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019),
- Teaching Online Safety in School (June 2019),
- Parental Engagement on Relationships Education (October 2019).

From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. At Lantern Lane, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. In line with DfE guidance, we have chosen to offer Sex Education as part of our curriculum that we will tailor to "the age and the physical and emotional maturity of the pupils" (see RSE policy for further details).

Spiritual, Moral, Cultural and Social Development

Opportunities to nurture the spiritual, moral, cultural and social development of pupils through the PSHE curriculum will be identified on PSHE planning. Pupils will have the opportunity to develop in these areas in a variety of ways:

Spiritual - explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral - recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural - appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Policy Availability.

This policy will be available to view online at <https://www.lanternlane.notts.sch.uk/>. A copy will also be available to be printed in our school office and available for staff to view on the SharePoint.

This policy has been written to provide a record of the teaching, monitoring and assessment of PSHE at Lantern Lane Primary & Nursery School.

This policy will

- Identify the ways in which we will ensure that children make progress in this subject throughout their time at the school.
- Identify what is to be taught, how it will be delivered and the key roles and responsibilities (this can be seen in the Appendix under curriculum map).
- Identify school procedures to monitor and evaluate the PSHE curriculum to ensure ongoing improvement to what is offered.

Aims:

At Lantern Lane Primary School, we strive to deliver high-quality PSHE lessons. We use the question-based model promoted by the PSHE Association, i.e. teaching is organised around the exploration of a new question for each half term (see Appendix 1 for explanation and examples of the question-based model).

The new PSHE long-term plan was implemented in April 2021 to reflect the changes to guidance.

Roles and Responsibilities

Governors

- To be well-informed about the teaching of and learning in PSHE at Lantern Lane
- To be well-informed about the subject action plan including the progress of targets set
- To meet termly with PSHE Co-ordinator (to support the above)
- To participate in work scrutiny and other monitoring activities as appropriate (see Monitoring and Assessment Policy).

Headteacher:

- To review documentation, action plans, targets and school attainment (as per the Monitoring and Assessment Policy).
- To participate in work scrutinises and other monitoring activities as appropriate.
- To relay relevant information to the governing body.

Subject Coordinator:

- To evaluate current provision in PSHE to inform action planning (to improve outcomes).
- To lead the subject action plan in line with the subject evaluation.
- To carry out any tasks identified in the action plan - planning audits, display audits, work analysis, resource audits etc.
- To keep the head teacher, governors and SMT informed of progress being made with the action plan and to maintain a close working relationship with the subject link governor.
- To be aware of staff development issues and the need/ opportunities for professional development.
- To provide support to teachers in planning, teaching, assessment and the use of resources.
- To identify needs for INSET training and requests for resources in line with budget allowances.
- To keep up to date with subject developments and report relevant information back to staff.
- To resource and manage equipment (all resources are held in the spare classroom).
- The subject co-ordinator will be the delegated subject budget holder and will be responsible for ensuring that goods are purchased from reputable suppliers, ensuring best value, in accordance with the school's finance policy.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way and engaging way.
- Modelling positive attitudes
- Monitoring progress of all students in PSHE
- Responding to the needs of individual pupils

Pupils

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

Working with Parents and Carers:

Lantern Lane is committed to working with parents and believes that it is important to have the support of parents and the wider community. The school recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective, we:

- Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE, making planning and resources available on request.
- Make this PSHE Policy available via our school website - a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child in relation to PSHE.
- Notify parents when Sex Education will be taught and outline the proposed content.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.

- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

Teaching and Learning:

Curriculum:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. We draw on good practice and strive to ensure our PSHE lessons are relevant and of a high quality for our pupils. The new PSHE long-term plan was implemented in April 2021. The PSHE curriculum has 3 areas which each year group will cover:

- Relationships [including families & close positive relationships; friendships; managing hurtful behaviour and bullying; safe relationships; respecting self and others]
- Health and well-being [including healthy physical lifestyles; mental health; growing & changing; keeping safe out and about and online; drugs, alcohol and tobacco]
- Living in the wider world [shared responsibilities; communities; media literacy & digital resilience; economic well-being - money, aspirations, work and career].

At Lantern Lane, all children have the right to a quality PSHE education, recognising its importance in securing good outcomes for them throughout their life. This is provided through high quality teaching that is personalised and supports strong outcomes.

Pupils with SEND

Our staff are aware that PSHE is an important subject for all pupils. Accordingly, our teaching staff provide learning opportunities that take account of the additional needs of our SEND children.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. To support this, careful consideration is given to how the content or delivery may need to be adapted to ensure accessibility and support is also varied depending on the pupils' additional needs.

For example, at Lantern Lane, we are a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their potential in PSHE, regardless of any difficulties with spelling, reading, writing or any other traits commonly associated with dyslexia. To achieve this, teaching and activities will be varied. When appropriate, alternative methods of recording will be used and, where reading and writing is planned, children with dyslexia will be given the appropriate support. Work will be marked to the PSHE objective, rather than the written outcome. Where the objective is writing, work is marked to the child's personal target.

Classroom management and organisation:

Children may work in groups, in pairs or individually - whatever is the most effective organisation for that particular lesson. Our whole school intent for our PSHE curriculum is to ensure that pupils have the knowledge to make sense of the world in which they live in and relate to others in it.

The sharing of the lesson's learning objective will be a key explicit part of the teaching and, wherever possible, links will be made between this and other learning.

Children will be given the opportunity to share their thoughts, ask questions and discuss their work with the teacher and their peers. Developing appropriate vocabulary and applying ideas will also be a feature of this work.

Questions Raised by Pupils:

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community, is vital to successful and effective teaching and learning within this subject. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

While it is essential that lessons are sensitive to a range of views, staff at Lantern Lane will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly as this relates to questions of equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Lantern Lane Primary have a duty to safeguard the well-being of children. At Lantern Lane, we recognise that the open discussion associated with RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue.

In these situations, the teacher will consult one of the school's Designated Safeguarding Officers. They will then work in line with the relevant school policies in terms of any further action that may be taken.

We use group agreements within PSHE/RSE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

Annually, the NSPCC will conduct an assembly to clarify abuse, including sexual abuse. A representative will work with each year group to discuss case studies and give signposts for support/help/advice. Also, points regarding safe and unsafe touching in all faiths will be addressed. Regular internet safety assemblies are given to highlight how to stay safe online and older pupils will be made aware of grooming and the signs to look out for. For more detailed information on the processes for child protection, please consult the school's Child Protection and Safeguarding policy.

Teaching strategies:

A range of teaching strategies are used: direct teaching, questioning, demonstration, modelling, investigation and practical work.

PSHE will be taught through:

- Dedicated PSHE curriculum time (planned learning will be recorded on weekly or daily plans).
- Assemblies, class assemblies, class discussions and circle time.
- Responses to appropriate issues when these arise as part of daily life in school.
- Extra-curricular activities e.g. health days, Theatre groups, Friendship Week.

We will use a wide range of resources to support the curriculum (both accessed externally including from the PSHE Association and produced by our own teaching staff).

Homework:

Appropriate homework will be given if necessary. For example, if children wish to run in the school council elections, they may be given homework to prepare a presentation or election speech at home.

Marking and Presentation:

Work is marked and assessed in line with the school's Feedback Policy. Expectations of presentation are high and in line with expectations in other subjects across the curriculum.

Planning and Assessment

At Lantern Lane, PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

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. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils. We also recognise the importance and provide opportunities to support the wellbeing and mental health of our school community.

Lantern Lane uses the PSHE Association to support the effective teaching of Relationships Education and Health Education. The PSHE Association Programme of Study for Personal, Social, Health and Economic (PSHE) Education has three strands (Health & Wellbeing, Relationships and Living in the Wider World).

PSHE in EYFS:

At Lantern Lane, children in EYFS develop skills that form a crucial foundation for later teaching of PSHE. A questioned based model is also followed in Early Years with each half term having a different age appropriate question to focus on. In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. Planning is child-led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care. The three components of this area of learning are:

1. Self-regulation
2. Building relationships
3. Managing self

Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. In EYFS, through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Assessment

Teachers are responsible for tracking the progress of the children in their class. Different types of assessment will be carried out: marking of written work, questioning, TA feedback, observations and pupil interviews. These assessments can be shared with parents at Parents' Evening and through the personal section of the end of year reports.

Monitoring and Evaluation

The school has a clearly defined programme of monitoring and evaluation. The PSHE co-ordinator (supported by the head teacher and senior leadership team) is responsible for ensuring that this programme is maintained and acted upon to ensure that standards are continually reviewed and improved. Each year, the subject co-ordinator is responsible for looking at the following in line with the monitoring and review cycle:

- Work and planning scrutiny
- Lesson observations/ Learning walks
- Pupil interviews
- Data analysis

It is monitored by:

- Subject Co-ordinator
- Headteacher/SLT
- SMT
- Governors

P.S.H.E. in the wider school context.

At Lantern Lane, we believe that the effective teaching of P.S.H.E. will show in the attitudes and behaviour of our pupils towards each other and in the way they conduct themselves both at school and when we are off site. Throughout the school year, events and activities enhance aspects of PSHE as follows:

- We involve the pupils in a variety of charity and fundraising events at local, national and international levels e.g. Comic Relief, funding for a guide dog.
- PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.
- Children take part in a variety of national events e.g. World Book Day, Antibullying Week, Sports Relief, Comic Relief etc.
- Children are involved in the planning of school special events such as assemblies or celebrations.
- Some children attend individual counselling sessions as required.
- There is a rolling program of nurture intervention groups, which enable children to interact and communicate appropriately, support self-esteem and develops self-confidence.

- Our whole school Wellbeing Wednesday afternoons to support the children's wellbeing.

School Council

The School Council meets on a regular basis to discuss and resolve issues identified by the children. The Council is elected by their fellow pupils at the beginning of the academic year. Each council member wears a school council badge. The council members hold regular meetings with their class every week to discuss any suggestions to put to a forthcoming school council meeting. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates all fund-raising activities in school.

Policy Review

This policy will be reviewed every three years by the subject co-ordinator, as part of the school's policy review cycle. The policy will, however, be reviewed earlier if there are changes to the National Curriculum, or other significant changes which impact on the teaching and assessment of this subject.