



Personal, Social, Health and Economic Education

PSHE Policy

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Approved by: Governors and Staff

Intent

At Neston Primary School, we commit to providing a learning experience which enables our pupils to develop a good self-awareness, healthy mind, a strong identity as local and global citizens and the critical thinking skills required to be able to contribute positively to their diverse and ever-changing world.

We believe that education should be holistic by placing the social, moral, spiritual and cultural development of our pupils at the centre of our provision. We intend that our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, we will teach the qualities and attributes needed so that the children thrive as individuals, family members and members of society.

Aims

The aims of the PSHE curriculum at Neston Primary School are:

- Ensure that equality is at the core of all of our practices.
- Give our children the opportunity to explore SMSC themes in a critical thinking, relevant and empowering way.
- Ensure that our pupils' education is set within a context that is meaningful and allows them to reflect upon their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society along with their history.
- Give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To promote British Values in line with government guidance.
- To promote good listening and know how to work and play cooperatively.
- To understand that certain body parts are private, what they are and use the name for them.

PSHE Lessons

At Neston Primary School, we have carefully considered the subjects that impact greatly on our pupils' lives and have developed a thematic approach to delivering SMSC lessons based on this.

Each theme has been planned to ensure progression across year groups. Each theme is launched by individual class teachers and most themes use picture books to introduce the subject matters in a child-friendly, accessible way.

The themes covered within discrete lessons are:

No Outsiders in Our School

Teaching and exploring different identities and exploring diversity as a whole. We adopt the principle that no one is an outsider and that everyone is welcome at Neston Primary School.

People who inspire us

Within this theme we look at a broad range of individuals and the characteristics and successes they hold to make them inspirational, e.g. Tim Peake, Martin Luther King Jr and Rosa Parks.

UK & Diversity

Examining children's perceptions of the UK, being British and who lives here.

Equality

Embracing difference and ensuring fairness (looking at all protected characteristics plus poverty).

Drugs and Alcohol

At Neston Primary School, we follow the Christopher Winter scheme.

British/Human Values

Monarchy, political systems in the UK, British Values- democracy, rule of law, tolerance of other people's beliefs, mutual respect and liberty.

Knocking Down Stereotypes

Exploring gender stereotypes and the importance of being yourself.

World's Largest Lesson

Examining the sustainable development goals

More in Common

Exploring and challenging perceptions of Asylum Seekers, Refugees and Migrants.

Relationship and Sex Education (RSE)

Following the Christopher Winter Scheme.

Promoting Diversity and Challenging Homophobia

A range of Proud Trust promoted lessons based on age appropriate picture books.

OPAL

At Neston Primary, we are involved in the OPAL programme (Outdoor Play and Learning). A programme independently proven to improve the quality of play. The aim is for children to rapidly develop creativity, imagination, cooperation, resilience, stamina and confidence.

Finance

LifeSavers is the financial education programme that we use at Neston Primary. It gives the children the knowledge, skills and attitudes to manage money well. This is a values- based approach exploring what it means to be wise, generous and thankful with our money, recognising that attitudes are as important as knowledge and skills in shaping financial behaviour. These values are explored through 5 big questions:

- Where does our money come from?
- How does money make us feel?
- What can we use our money for?
- How does our money help other people?
- How can we look after our money?

Internet Safety

At Neston Primary children are taught:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face- to-face relationships, including the importance of respect for others.
- The rules and principles for keeping safe online: how to recognise risks, harmful content and contact and how to report them.
- How to critically consider their online friendships and sources of information.
- How information and data is shared and used online.

Statutory First Aid

It is a legal requirement for first aid to be taught as part of health education for all key stages. This includes basic first aid skills for common injuries. Children in primary schools are required to learn how to confidently make an emergency call and how to deal with head injuries.

Relationships and Sex Education (RSE) – Summer Term

At Neston Primary School, we use the Christopher Winter Project to teach relationship and sex education. It includes lessons on topics such as keeping clean, families, gender differences, personal space, puberty and relationships. Each year the learning builds on previous years' learning. We understand the importance of quality RSE and why starting this with young children is a vital part of a process to create informed young adults capable of making choices regarding their sexual health and forming and maintaining positive relationships.

The RSE programme reflects the school's ethos and demonstrates and encourages the following values:

- Respect for self and others
- Inclusion
- Partnership
- Celebration of difference and diversity

At Neston Primary School we make PSHE an enjoyable experience. We encourage pupils to have the confidence to participate in class discussions and to work through solutions with their peers. The texts used in lessons aim to get children thinking and gives the children opportunities to reflect on their own thoughts and feelings. The following statements have been discussed with the children and their contributions have been noted to create an environment where children feel comfortable to contribute to lessons.

Creating a learning space where we all feel comfortable

- I will listen to others and respect what people say.
- I will share my views politely and respectfully.
- I understand that people may have different views than me and that is ok.
- I have the right to 'pass' if I do not want to answer or comment.
- I know I can speak to a trusted adult if anything is worrying me.

Learning Mentor

Our learning mentor, Mrs Furlong, works with children across the school- employing the ELSA programme and providing 1:1 support where necessary.

Our Learning Mentor works very closely with our safeguarding lead to ensure that children are monitored and supported when needed.

School Council

Neston Primary School Council consists of 2 elected members from each class who work alongside staff and governors in making positive changes in school. These children have been elected as part of a ballot by their peers (linked to British Value-democracy).

Assessment, Report and Recording

Children's work in PSHE is assessed by making informal judgements as we observe them during each PSHE lesson. Staff will make the subject leader aware of any child who is not working at expected level (link to questions in planning). Completed work will be evidenced in a class floor book. The subject leader expects to see 2 lessons for each theme, with each lesson being evidenced on a double page. Work may often be photographed as evidence of skills being taught. The work will provide the basis for the summative assessment at the end of each term. Staff should also evidence any work conducted linked to the half-termly British Value. At the end of each half-term, the children will be assessed against the criteria: working towards, expected and exceeding. Teachers should judge which description best fits the pupil's performance.

Evidence of PSHE may also be recorded in:

- Photographs
- Wall displays
- Individual and whole class floor books
- Monday Assembly Planning- signed off by the staff member who has delivered the assembly.

Many aspects of PSHE that children explore can go unrecorded but are evident in school ethos, pupil voice and informed conversations.

Leading, Monitoring and Evaluation

Provision for PSHE is led, monitored and reviewed continually. Monitoring takes place through:

- Monitoring the standard of children's work
- Supporting colleagues in the planning, teaching and assessing of PSHE
- Informing colleagues about current developments on the subject and providing advice
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement
- Lesson observations and feedback
- Learning walks
- Pupil voice/questionnaires
- Staff questionnaires
- Parent questionnaires
- School environment

PSHE is evaluated, reviews and adapted on a regular basis to ensure it is still relevant and valuable to our learners.