

BROOMFIELDS JUNIOR SCHOOL



PSHE POLICY 2023-2024

DOCUMENT STATUS

Version	Date	Action
1	December 2007	Agreed Policy
2	December 2010	Policy Review
3	December 2012	Policy Review
4	December 2014	Policy Review
5	January 2017	Policy Review
6	January 2019	Policy Review
7	April 2020	Policy Update
8	October 2020	Policy Update
9	October 2021	Policy Review
10	October 2022	Policy Update
11	November 2023	Policy Review

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Personal, Social, Health and Economic Education (PSHE) Policy

1) INTRODUCTION

This policy has been produced in response to the PSHE Association guidance, statutory guidance since September 2020, Stonewall guidance and current legislation.

PSHE stands for Personal, Social, Health and Economic Education. Due to the diverse nature of PSHE this policy should be read as part of a suite of policies that include safeguarding/child protection, extremism, equality and diversity, relationships (including bullying and behaviour), online safety and confidentiality (this list is not exhaustive). Other linked subjects include citizenship, religious education, computing and some aspects of literacy through both a discrete and a cross-curricular approach. A commitment to equality and diversity run through the life of Broomfields Junior School.

This policy covers our school's approach to PSHE. It was produced by Mrs Caggiano (PSHE Lead) following guidance from the PSHE Association; through consultation with the Senior Leadership Team, teachers, pupils and parents. Consultation took the form of publication on the school website, newsletters, parental meetings and local authority advice.

Pupils have been involved in the creation of this policy through school council meetings and 'SEAL and Well-being Ambassador' briefings. Key needs identified by pupils were building tolerance, resilience and good relationships. Pupils identified that Broomfields Junior School offers a range of PSHE activities both discretely and across the curriculum including school trips e.g. Safety Central and school events. This combination ensures a whole school approach. This policy will be reviewed annually.

2) INTENT

At Broomfields Junior School our PSHE curriculum is inclusive for all. We want our pupils to feel happy, safe and included. As a result of this, they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially. It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up in our diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We want our children to 'Be the Best you can Be!'

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society in an ever-changing Britain.

3) IMPLEMENTATION

Our PSHE Curriculum Framework is a bespoke Broomfields Junior School curriculum and follows a question-based approach adapted and reflective to the context of our school and

local community. It has been written to address our pupils' needs and stages of development.

SEAL (Social and Emotional Aspects of Learning) plays an increasing role throughout the Broomfield's curriculum and therefore runs in line with our PSHE scheme of work. As a school we have also chosen to champion the core Social, Emotional Aspects of Learning (SEAL) themes throughout our PSHE learning. These themes spiral throughout our PSHE curriculum.

Special guests often supplement work in classes where additional expertise enhances the curriculum. Additionally, support is readily available from colleagues and professionals e.g. our School Health Adviser.

Curriculum

Our spiral PSHE curriculum organises learning into a series of recurring themes, each lasting half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected 'issues'.

An example of a theme might be 'Health and wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context might be healthy and balanced eating in Year 4, and body image in Year 6 through which the key concepts are expanded and the key transferable skills rehearsed and developed.

Planned enrichment days/weeks are used to develop and extend our school's planned PSHE developmental programme. We also use resources from the 'No-Outsiders' materials.

Teachers are careful to ensure that they do not set up polarising debates in PSHE lessons. It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information in relation to matters such as, for example, forced-marriage and female genital mutilation (where it is appropriate to discuss such matters).

The Core Curriculum themes are:

- Health and Wellbeing– Healthy Lifestyles, Growing and Changing, Keeping Safe
- Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference
- Living in the Wider World – Rights and Responsibilities, Environment, Money

We want our pupils at Broomfields Junior School to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem
- develop good relationships with other members of the community
- and make informed choices regarding personal and social issues;

We will create a safe and supportive learning environment by setting clear 'Ground Rules' and a confidentiality policy which is understood by all (adults and children). PSHE education works within pupils' real-life experiences, therefore in the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. At Broomfields Junior School there is a clear link to the school's safeguarding/child protection policy to ensure clarity about what is required in such circumstances.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

Teaching and Learning

PSHE education at Broomfields Junior School considers pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education will start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education

We teach PSHE in a variety of ways. Sometimes, for example when dealing with issues in relationships, sex and health education (RSHE), we teach PSHE as a discrete area. On other occasions we introduce PSHE topics through teaching in other subjects e.g. Drugs education through the Science curriculum. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons. Global elements of PSHE are enhanced through the use of computing.

Entitlement and Equality of Opportunity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs be that of gender, culture, ability or personal circumstance. Teaching will take-into-account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion with consideration from all at Broomfields Junior School. Faith, culture, sexual orientation and/or gender identity will not be barriers to learning. Protected characteristics are always considered.

A full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of RSHE not within the national curriculum science programmes of study (see RSHE policy).

As far as is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

For more able and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Broomfields Junior School aims to promote the spiritual, moral, cultural, mental and physical development of all learners. It will provide opportunities to prepare them for the responsibilities and experience of life, as adults and parents, in an ever-changing society.

Broomfields Junior School recognises its commitment to sharing this task with families and consequently the PSHE Programme will be made available to all learners as part of the wider National Curriculum for Science and Religious Education.

We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour alongside our school's rules and values, and resolve any conflicts using a 'thinking skills' approach. We offer children the opportunity to hear visiting speakers, such as health workers and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We also develop PSHE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. The SEAL and Well-Being Ambassadors also make daily decisions within classes and during whole school projects. We offer residential visits in Years 3, 5 and 6, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills through positive group work.

Responding to pupil questions

It is important that pupils at Broomfields Junior School feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to

respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any consideration of prior learning or readiness, can be unsafe. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. It is good practice at Broomfields Junior School to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Involving Parents/Carers/Outside agencies

We are committed to working with parents and carers communicating effectively through our school website [BROOMFIELDS JUNIOR SCHOOL](#). PSHE is strongest when there is communication and collaboration between school and home offering material for parents or carers to explore with their children.

Broomfields Junior School offers parents' and carers' evening meetings where appropriate e.g. to discuss the RSHE (Relationships, Sex and Health Education) curriculum to Year 5 and 6 pupils. Parents and carers are also made aware of external information and guidance materials from relevant organisations that they can use/explore with their children.

Visitors to the classroom bring their expertise or personal stories to enrich pupil's learning where appropriate. Learning objectives and outcomes will have been agreed with the visitor in advance, and any input from visitors is part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe.

Right of Withdrawal of pupils from RSHE Education since September 2020

There is no right to withdraw from Relationships Education at primary school, as the Government believes the contents of these subjects: such as family, friendship, safety (including online safety) is important for all children to receive this information.

Parents will be informed in advance and given the opportunity to discuss with the school the nature of, for example, the RSHE (Relationships, Sex and Health Education) work to be undertaken.

Some parents may prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the RSE except for those parts included in the statutory National Curriculum (i.e. Science and RE lessons) until further guidance becomes available. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses. Please refer to the separate RSHE Policy.

4) IMPACT

Photographs on our school website link show our PSHE / SMSC curriculum across school. Together we learn, achieve and enjoy!

We are proud of our liaison with the local community. Our choir members are regular visitors

to St. Mary Magdalene's Church, Appleton, and Brampton Lodge giving concerts to the elderly. Additionally, we are proud of our status as a registered Young Enterprise Centre.

The children in school, as part of their social and moral education, are encouraged to take responsibilities for supporting people less fortunate than themselves. We therefore, have frequent charity events, mostly organised and administered by the children themselves in support of charities of their choosing. It is usual to focus on one major charity each school year.

Assessment for Learning

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning WALTs/WILFS. The children may also self-assess/peer assess using the 'hit, miss, maybe' sign/RAG rating during the review of particular lessons.

Knowledge, skills and understanding will be assessed against our school's milestone indicators. Children will progress through basic, advanced or deep understanding and these will be recorded on the whole school tracking system. We report the children's achievements in PSHE to parents each year.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

5) POLICY AVAILABILITY

Parents and carers will be informed about the policy through the school website [BROOMFIELDS JUNIOR SCHOOL](#) where they have access to view and download the policy. Should further help be needed accessing the policy please contact the school reception 01925 265297.

6) MONITORING AND REVIEWING PSHE

The PSHE Coordinator and Senior Leadership Team are responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The coordinator is also responsible for creating, implementing and reviewing a PSHE action plan.

This policy will be reviewed every year to ensure it meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

This policy is available in larger print and it can also be translated into a different languages