



Merchant Taylors'

PSHE Policy

STANFIELD

PSHE Policy

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

Introduction

Personal, Social, and Health Education is a highly valued subject at Merchant Taylors'. The school's approach to PSHE reflects the aims and ethos of the school. It is integral to the school's whole-child approach to education and is a key strand of the school's pastoral initiative, the Merchants' Mindset (see document). It contributes to the physical, social, emotional and intellectual development of our pupils.

Through a variety of approaches, teachers aim to develop pupils' enjoyment, confidence, mental health and wellbeing.

Rationale

This policy covers our school's approach to PSHE at Stanfield, Merchant Taylors'.

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they will need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education is an important and necessary part of all pupils' education. All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: 'promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.'

PSHE education can help schools to reduce or remove many of the barriers to learning experiences by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE provision is essential to safeguarding pupils.

PSHE education equips pupils with the knowledge, understanding, skills and strategies to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving financial wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed

choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE, Education and Safeguarding

Teaching about safety and relationships as part of PSHE education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to Safeguarding duties. Our RSE (Sex and Relationships Education) lessons in particular deal with key safeguarding issues, such as consent.

PSHE education also offers an opportunity to fulfil the requirements of the government's statutory guidance issued under Section 29 of the Counter Terrorism and Security Act 2015 (Prevent Duty Guidance) by giving the pupils the chance to explore, understand and discuss fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

In addition, PSHE education helps pupils learn about the importance of e-Safety. Pupils need guidance in developing their own set of responsible behaviours to keep them safe when online, but equally, they should know that, if things go wrong, they may seek help and support from any trusted adult.

The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling these responsibilities.

We promote the needs and interests of all pupils, and under the Equality Act 2010 will not discriminate against pupils because of:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

Through the scheme of work, prominence is given to the importance of both physical and mental wellbeing. PSHE education plays a key role in developing an awareness of mental health. As stated in KCSIE, the school has clear systems in place for identifying possible mental

health problems and staff understand the processes and systems in place to escalate any concerns.

PSHE at Stanfield, Merchant Taylors

We seek to use PSHE education to build, where appropriate, on the statutory content outlined in the National Curriculum, the Basic School curriculum and in Statutory Guidance on drug education, financial education, e-Safety, Relationship and Sex Education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

The school has also introduced a second weekly PSHE session. This takes place within a form time and makes use of the NHS-backed *My Happy Mind* programme. This is a complete mental and emotional wellbeing package for Primary Schools, that promotes positive mental health and supports pupils, teachers and parents.

In keeping with our core values, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community and many opportunities to do so exist within the school.

The aims of PSHE education at Stanfield, Merchant Taylors

- To develop confidence and resilience in learners, making the most of abilities
- To develop a healthy, safe lifestyle, which includes online interactions
- To develop good relationships and respect the differences between people
- To prepare to play an active role as citizens and understand the importance of British Values
- To develop economic, financial and enterprise capabilities
- To develop an awareness of different careers and work-related learning

The Organisation and Delivery of PSHE Education at Stanfield

Each pupil will receive 1 lesson allocated to the teaching of PSHE per week in each year group. This will consist of a lesson lasting 40 minutes. Pupils should take part in all activities and discussion points. The scheme of work followed is the developed, accredited planning from the PSHE Association.

PSHE education at Stanfield, Merchant Taylors follows the framework provided by the PSHE Association (www.pshe-association.org.uk). This national programme of study covers Key Stages 1 and 2 and is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

This programme of study identifies the key concepts and skills that underpin PSHE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities,

responsibilities and experiences of life. Sex and Relationships Education (SRE) is a requirement and in this respect Stanfield, Merchant Taylors Schools adheres to the statutory guidance from the Department for Education.

We begin by determining pupils' prior knowledge with a baseline exercise. The programme will then be taught through a range of teaching methods, based on active engagement in learning. For Sex Education, an 'Ask It Basket' is provided in the classrooms as an opportunity to further enhance Pupils Voice for any questions the pupils may feel uncomfortable asking in person. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices. We work to ensure that sessions are positive, help pupils to make connections between their learning and 'real life' behaviours and link to other areas of the curriculum.

During Key Stage 1, PSHE is taught so that our pupils gain a good understanding and introduction to key themes such as: living a healthy lifestyle, growing and changing, keeping safe (including online and e-safety), feelings, emotions, participation in healthy relationships, valuing difference, environmental and money education.

During Key Stage 2, pupils build on the skills, attitudes, values knowledge and understanding that they have developed within Key Stage 1 in greater detail. In the Upper Key Stage 2, PSHE education acknowledges and addresses the changes that young people are experiencing, including the transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

The overarching concepts developed through the Programme of Study are:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- **Relationships** (including different types and in different settings, including online)
- **Healthy Lifestyle** (physically, emotionally and socially), including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, and coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

Assessment

Assessment will take place in the form of ongoing teacher assessment, using their professional judgement. Teachers will continually assess pupils' learning and progress to identify any gaps in knowledge and skills. Adjustments to the curriculum will continue to be made with the school continuing to be flexible in its delivery. Formal assessment grids, completed at the end of each term by teachers, allow teachers the opportunity to reflect on the pupils learning and plan future lessons on the basis of the assessment and to ensure progression. The school will prioritise subjects with the most important components for progression.

Inclusion and Equal Opportunities

The curriculum plan and schemes of work take full account of the needs of all pupils, in terms of ability, need and aptitudes, including providing for those pupils with special educational needs and those pupils who are gifted and talented.

The curriculum is broad and balanced with equality of provision for boys and girls. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We positively promote diversity and inclusion and will consider all pupils' needs by speaking honestly, factually and sensitively during discussions and responding to questions in an age-appropriate way. We expect our pupils to consider others' needs as set out in the ground rules at the start of each lesson.

We believe that full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from specific parts of RSE (Relationships and Sex Education) which are not included within the National Curriculum programmes of study. We will ensure that pupils with SEND receive access to PSHE through differentiation.

PSHE education is also delivered through the academic curriculum, particularly in subjects such as Computing, RE, History, Geography and PE lessons.

In addition, whole-school assemblies incorporate many of the overarching concepts of PSHE education, and pupils are strongly encouraged to organise and deliver a number of these assemblies themselves. Extracurricular clubs and enrichment sessions also play a part in delivering a number of the key themes of PSHE education. We also organise and manage enrichment days by external contributors to facilitate highly beneficial and appropriate learning opportunities for our pupils. In recent years, this has included the NSPCC, Chartwells Kidzfit, and themed topical workshops (e.g. anti-bullying and mental toughness).

When employing specialist speakers to deliver aspects of our PSHE programme, we follow the school protocol for visiting speakers, which involves a written agreement, comprehensive research, security checks and reference sourcing.

Monitoring

It is the responsibility of the PSHE Leader(s) to monitor and review the delivery, content, teaching and assessment of PSHE education.

A record of pupil's participation in PSHE lessons is evidenced in the termly class scrapbooks, a collection of written work, discussion logs and photographs.

PSHE will be monitored in line with the School Development Plan by the subject leader(s) in the first instance. Work scrutiny by the subject leader will take place on a termly basis. A two-year rolling programme of rigorous monitoring of the curriculum is in place.

Details of the Policy are available to parents via the School Portal. We are committed to working with parents and carers. We occasionally communicate with parents and carers through the Stanfield, Merchant Taylors weekly e-bulletin to highlight events and will offer support through relevant electronic documents including tips on how to support children. This will encourage discussion of topics at home. We communicate to parents about their right to withdraw in the same way. If a parent wishes to withdraw their child, they must inform the Headmistress in writing.

The Role of the Subject Leader

The role of the subject leader is to provide professional leadership for PSHE in order to facilitate the highest standards of teaching and learning and to secure the effective use of resources.

This will involve:

- monitoring of pupil progress
- pupil conferencing
- analysing data
- taking the lead in policy development
- auditing, purchasing and organising resources
- supporting colleagues in their CPD
- keeping up to date with recent developments in the subject
- checking that assessment of PSHE is carried out in line with the school's Assessment Policy

Fundamental British Values

The government defines Fundamental British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through the school's aims and values, curriculum and enrichment activities.

The school also provides many practical opportunities for pupils to experience fundamental British Values. They are encouraged to take an active role in decision making and to have the knowledge, skills and understanding to play an active role in both the school and the wider

community. Each form elects a Form Captain and Deputy Form Captain on a termly basis. The Leadership Team comprise pupils who are elected by all staff and Year 6 pupils. Similarly, School Council and Eco-Council Representatives, as well as Form and Vice Captains are also voted for by pupils across Ket Stages, with House Captains elected by Year 6 teachers and pupils.

References

This policy links with those on:

- Merchants' Mindset
- Relationships and Sex Education
- SMSC
- Anti-Bullying
- ICT and Social Media Acceptable Use Policy
- Safeguarding and Child Protection.