



**Godolphin Primary School**

# **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY**

## **Equality Impact Assessment**

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

\*Inclusive of protected characteristics

<b>Provenance</b>	<b>Date</b>
<b>Working Party</b>	<b>June 2021</b>
<b>HR checks</b>	
<b>Union Consultation</b>	
<b>Trustees' Ratification</b>	
<b>Implementation</b>	<b>June 2021</b>

<b>Reviewed Date</b>
June 2022 – No changes
<b>Next Review</b>
June 2024

<b>To be read in conjunction with:</b>	<ul style="list-style-type: none"> <li>• Child protection and safeguarding</li> <li>• Tackling Extremism &amp; Radicalisation</li> <li>• Behaviour and Anti-Bullying</li> <li>• Relationships and Sex education</li> <li>• Online safety and data security</li> <li>• Equality</li> </ul>
--	---

**Crofty Multi Academy Trust**

**Learning Positivity Integrity Respect Community**

# Godolphin Primary School

## PSHE Policy

### Related Policies

This policy should be read in line with:

- Child protection and safeguarding
- Tackling Extremism & Radicalisation
- Behaviour and Anti-Bullying
- Relationships and Sex education
- Online safety and data security
- Equality

### Policy Content and Rationale

- This policy covers our school's approach to Personal, Social, Health Education. The relationships and health aspects of PSHE became compulsory in all schools from September 2020.
- It was produced using the guidance from training and resources from the PSHE Association and through consultation with staff, parents and governors in each school.
- It will be reviewed in June 2024

### Policy Availability

- The policy is available to all stakeholders through the school website on. Paper copies are also available on request from the school secretary.

### Policy and Objectives

- This policy is committed to broad outcomes for children and is informed by our school's ethos, the Co-operative values, British values and the school's commitment to the Virtues Project.

The philosophy of Godolphin Primary School is to provide a firm foundation on which all aspects of education will be built. It is our belief that education is an exciting journey towards spiritual, moral, social, cultural, physical, and mental development and thus the well-being of the individual.

We believe in equal opportunities for all the children in our school, irrespective of social background, culture, race, gender or ability. In order to ensure future progress and success, we aim to provide a curriculum that is broad and balanced.

We firmly believe that we provide a learning environment that is safe, secure, structured, motivating, exciting, caring, but above all happy, that enables all children to develop a sense of high self-esteem in order to meet the challenge of not only attaining high academic achievement but also of pursuing high personal aspirations in all they do.

- Our PSHE programme aims to fulfil our moral obligation to support children through understanding different life experiences and circumstances, while preparing them for opportunities and responsibilities, now and in the future.

The aim for PSHE education is to provide pupils with essential personal and interpersonal skills to develop:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

The schemes of work we use are taken from a PSHE Programme specifically commissioned and designed for schools in Cornwall and the Isles of Scilly. This programme has been developed by Brook, Cornwall Healthy Schools and in association with HeadStart Kernow. The programme has been funded by Cornwall Council and NHS England.

PSHE is delivered under each of the three core themes

- Health
- Relationships
- Living in the Wider World

### **Creating a safe and supportive learning environment**

- This policy is informed by the school's safeguarding and child protection policy. If a safeguarding issue arises, staff will follow safeguarding procedures for their school and inform the DSL who is Mrs Lucy Wandless. Mrs Sarah Knight is the DDSL.
- We will ensure that if pupils are identified as vulnerable, further support and advice from the SENDco or SLT will be sought and outside agencies may be consulted if deemed necessary.
- As PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment where clear 'ground rules' are established at the beginning of each session and are understood by all adults and pupils. This environment is created by encouraging and modelling an open and honest classroom culture which is underpinned by the Co-operative values, British values and the school's commitment to the Virtues Project.

### **Entitlement and Equality of Opportunity**

- Full PSHE education provision should be accessible to every pupil, in line with SPCMAT Equality Policy, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. For further details, please see government information for teaching requirements from September 2020.  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 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 celebrate diversity and inclusion to ensure equality for all by raising awareness and developing understanding, tolerance, respect and acceptance.
- We will ensure that all pupils with SEND receive access to PSHE. This may be through differentiated learning opportunities and outcomes, 1:1 support, small group work, differentiated discussions and guidance from outside agencies.

## **Intended Outcomes**

As a result of our PSHE programme of learning, pupils will develop skills to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility in their learning and behaviour
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- become involved in the life of their community
- know about democracy and how to be active citizens, embodying British Values
- know about economic wellbeing
- be aware of global issues
- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges

## **Teaching and Learning**

### *Principles and Methodology*

- PSHE education will consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Where possible, any new topic in PSHE education will start by determining pupils' prior knowledge.
- The potential consequences of lifestyle choices will be made clear. It is important that pupils 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 spiral, progressive nature of the PSHE curriculum will allow themes to be revisited, developing the skill of critical reflection as understanding is deepened.

### *Planning*

- Lessons will be designed to be sensitive to a range of views but the school will ensure that pupils always have access to the learning they need in order to stay safe and healthy, and to know and protect their human rights. This will include clear, impartial information.
- Planned enrichment days may be used to develop, extend and enhance the PSHE education programme.

### *Assessment*

- A range of assessment strategies will be used and will focus on PSHE learning objectives and outcomes to inform the next stage of teaching and learning.

### *Confidentiality*

- Teachers will not offer complete confidentiality; for everyone's safety, teachers will inform pupils about what can and cannot be kept confidential.
- External contributors, including school nurses, will be informed about these rules and that whilst working in the school, they are bound by the school's confidentiality policy.

### *Responding to Pupils' Questions*

- The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion, in which questions can be openly asked and answered, within the context of the PSHE programme and with consideration to prior learning and readiness
- If necessary, teachers will 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 important question and I will answer that later/ in the next session.')*
- Teachers will promote accessibility to 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 and Carers*

- PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers.
- The school will offer an overview/materials for parents or carers to explore with their children before the lessons take place.
- Schools may also offer an evening or workshop for interested parents and carers to make them aware of external information and guidance materials from relevant organisations that they can use/explore with their children
- Legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum. Schools will inform parents and carers of their right to withdraw their children from aspects of RSE before the lessons take place.

### *Policy Review*

- The PSHE policy should be reviewed at least every 2 years or when statutory guidelines change to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.