

Vernon Primary School



Personal, Social, Health & Economic Development Policy



The intent of the PSHE curriculum at Vernon Primary School is to provide every pupil with an understanding of:

- Relationships:
 - Families and friendships are explored, and each family make up is celebrated.
 - Encouraging positive healthy relationships that are safe.
 - Teaching the children to respect themselves and others.
- Living in the wider World
 - Belonging to a community and how different views are valued.
 - Teaching the children about media literacy and building digital resilience.
 - Supporting the children in learning about money and the world of work.
- Health & wellbeing
 - The benefits of physical health and mental wellbeing.
 - Teaching the children about growing and changing.
 - Teaching children to keep safe.

At Vernon Primary School, we believe and strive for a positive environment where every child feels valued and respected, and their beliefs and culture are welcomed. Diversity is celebrated to ensure that every child can believe in themselves and be confident in our school moto: *'Nobody Else is Quite Like Me'*.

This policy has been produced by the Senior Leadership Team, Governors and in partnership with parents and carers. This was done as a consultation, by listening to parent / carers opinions as to what is felt appropriate and necessary for our young learners. We regularly carry out a 'pupil voice' with our pupils to find out their thoughts on school life and PSHE. We ask them about how it is taught, about the content and what they enjoy. The pupils thoroughly enjoy having their opinions valued and listened to. This policy will be reviewed regularly to reflect the ever-changing needs of the World around us.

This updated policy is always available on the school website alongside PSHE curriculum content and other relevant documents, such as the whole school curriculum content for PSHE. Every parent / carer has already received our curriculum overview for every year group through our school communication platform. Every teacher is aware of this policy and they ensure it is at the heart of their teaching of every child.

Creating a safe and Supporting Learning Environment

At Vernon we understand that children's personal education is of the utmost importance and we place high priority on building children's levels of confidence and self-esteem. We are committed to offering our children the best that we can so that they achieve the best that *they* can. It is a fine balance between setting high expectations and ensuring that the child is secure and relaxed enough for the next challenge. We always say that a happy mind is more open to learning. We want our children to be confident and play their part in school. Our PSHE education programme promotes and underpins the school values.

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment, along with clear 'ground rules' and a confidentiality policy that is understood by all. During the teaching of PSHE we will set out the following expectations at the start of every lesson:

- Every child is respected and their opinions and voice is valued.
- If a pupil makes a disclosure we would follow our safeguarding policy and report any concerns to the designated safeguarding lead.
- We want pupils to feel comfortable asking questions to further their global development of PSHE.
- We always create a safe and supportive learning environment by ensuring all pupils know this and respect it.

Entitlement and equality of opportunities

Teaching will take account of 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.

PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum or science programmes of study.

We recognise that as far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration should 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 should work with individual pupils where required and if appropriate.

Intended Outcomes

As a result of our PSHE programme of learning, pupils will learn about relationships with families, friendships and how each family make up is celebrated. Positive, safe relationships are discussed and encouraging the children to respect themselves and others is paramount. Children will explore living in the wider World, that different views are valued, and how belonging to a community can have a profound effect on wellbeing. Pupils will learn about media literacy and how to build digital resilience. Pupils will learn about money and the world of work. Pupils learn about the benefits of physical and mental health, about growing and changing and how to keep safe. Safety is our main priority, teaching children to be safe every day is an integral part of our ethos at Vernon Primary School.

At Vernon we strive to ensure that the culture and ethos of our school is one which, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. We believe that social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. Children who demonstrate skills in these areas will be motivated and equipped to be successful learners, make and sustain friendships, manage strong feelings, and be able to promote calm and optimistic states that allow the achievement of goals. They will understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own. Learning about British Values plays a large role in our school life.

Teaching, Learning & Assessment

The programme will be taught through a range of teaching methods. At Vernon we use a thematic approach and PSHE is woven into many other topics including the core subjects. Classes have weekly circle times when issues are discussed, and discrete Personal, Social & Emotional units of work are taught through discussion, drama, literature, art and written work. Assemblies, whole school activities, day and residential visits play an important part in PSHE Development and we welcome a variety of visitors to enrich our children's knowledge and understanding of personal or social issues. We appreciate that first-hand experiences and visits greatly support children's understanding of cultural diversity and we seek to provide such cultural capital for all our learners.

PSHE education needs to consider 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 should start by determining pupils' prior knowledge. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. Pupils are assessed half termly against the objectives for that half term. We recognise the positive impact of scaffolding and the PSHE curriculum allows for this year on year. We believe in the understanding of Maslow's Hierachy of Needs at Vernon and recognise the importance of this for every single pupil in our school community.

We have adopted the PSHE Association Curriculum as we feel that it reflects our morals and beliefs as a school community. We also incorporate the 'MyHappyMind' materials to enhance and enrich our PSHE curriculum. These are taught in a weekly sessions across the whole school and include personalised journals for each pupil to develop their understanding of mental and emotional wellbeing. The key concepts and skills for PSHE development are taught through a broad range of topics through which these can be developed, expanded and rehearsed. Each key stage has a unique curriculum, and it will be taught at an age appropriate level. 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

Teaching of PSHE is generally carried out by the class teacher as we feel that they know their class best in the educational setting, and they are aware of any 'sensitive' issues with the pupils in the class. Teachers plan and assess each child using a variety of methods such as written, drama, displays, study book and verbal discussion.

To support learning in PSHE we have three key drivers, or values that we adapt as a school. The key curriculum drivers for our school, namely Creativity and Curiosity, Independence, and Respect and Cooperation, thread through our planning, teaching and learning across the whole school, ensuring that our ethos is consistent and progressive from Year 1 to Year 6.

Pupils in the Early Years follow the 'Development Matters' objectives, and Personal, Social and Emotional development is promoted, taught and assessed by 'Making relationships, 'Self-confidence and self-awareness', and 'Managing feelings and behaviour'. Teachers plan for these and are highly skilled at observations and utilising continuous provision and adult-led activities to support our youngest learners.

Working alongside other Key Policies

This policy complements the RSE policy in our school and there are many links especially with relationships and sex education. The Child Protection and online safety policy is also one that supports this policy. These are all available on our website. Our Pastoral Manager supports children with additional needs and through discussion with parents, the child and teacher a bespoke programme is organised and managed in school. We work closely alongside the Emotionally Healthy Schools Agenda, Police, NSPCC and the Safeguarding Team.

Involving Parents and Carers

At Vernon we are committed to working with parents and we know that PSHE is at its strongest when there is communication and collaboration between school and home. We will continue to communicate with parents through our online platform when there are any relevant changes to this policy. We will communicate to parent / carers about their right to withdraw their children from certain aspects of the curriculum.

Policy written by: Mrs Penny Brammar - PSHE Subject Leader

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