



PSHE SUBJECT POLICY



Signed by:

Date:

Committee with oversight for this policy	Curriculum Committee
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1. Rationale- Why do we study PSHE?

At Woodlands Academy our mission is to create a rich, varied and inspiring curriculum. Our Personal, Social, Health, Economic (PSHE) education programme promotes children's Personal, Social and Economic development, as well as their Health and Wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in our diverse community.

At Woodlands Academy, children's wellbeing, happiness and safety are our priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- ◆ Promotes the spiritual, moral, social, cultural, mental and physical development of our children and of society;
- ◆ Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- ◆ Provides information about keeping healthy and safe, emotionally and physically;
- ◆ Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

This subject policy is intended to promote consistency and high standards. At Woodland's Academy, we aim to provide a caring, nurturing and stimulating environment with high quality teaching. This policy will help ensure that we can deliver our aims for the teaching and learning of PSHE.

2. Aims- What do we hope to achieve/ aspirational endings?

The teaching of PSHE at Woodlands Academy aims to:

- Provide the highest standard of education to enable all children to acquire the skills, knowledge and concepts relevant to their future.
- Promote an ethos that is underpinned by our school values of respect, self belief, tolerance and determination.
- Enable children to become confident, conscientious and responsible citizens in our school and the wider community.

Through our teaching of PSHE, we aim for children to be able to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.

- Know how to manage change, including puberty, transition and loss.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Develop an understanding of the importance of charity.

Relationships and Growing up

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

The school works towards these aims by:

- Promoting high quality teaching and learning
- Providing a high quality, stimulating learning environment
- Providing opportunities for debate and discussion
- Working in partnership with parents and the community

3. PSHE and our School Values

Relationships at Woodlands Academy are based on an atmosphere of trust and respect for everyone. Our 4 school values underpin the relationships within school: Respect, Self-Belief, Determination and Tolerance.

RESPECT – it's mutual, it's reciprocal. If we give it, then we should receive it.

SELF-BELIEF – we always encourage our pupils to believe in themselves. Give everything a go!

DETERMINATION – if you want it, you can get it! Work hard, have passion and you will get there!

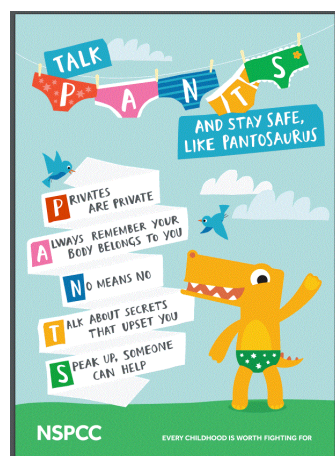
TOLERANCE – we live in a wonderful community at Woodlands. For us to live peacefully and happily, we must celebrate each other; both our similarities and differences.

Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the views of their class and feedback in meetings.

Through PSHE and other subject areas, we teach and promote **British values**:
Democracy, Rule of the law, Individual liberty and Respect and tolerance.

At the start of each PSHE lesson, children are reminded of the British values and important terms underpinning PSHE lessons using the acronyms below:

<u>PSHE</u>	<u>PANTS rule (linked to NSPCC pantosaurus)</u>	<u>ROCK rule for ground rules in PSHE lessons/ circle time</u>
Personal Social Health Economic	Privates are private Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up someone can help	Respect Openness Confidentiality Kind



Children throughout the school are aware of the PANTS rule to keep themselves safe. The official Pantosaurus video is shared with children.

<https://www.youtube.com/watch?v=LnroTxz7USI>

4. Intent- What?

- We believe that every child has the potential to be a great
- We believe that every child will find excitement and enjoyment through engaging PSHE lessons.
- Our PSHE curriculum is ambitious and broadens our children's minds. It is well constructed and well taught.
- There is a clear plan of what is to be taught and what pupils need to know for PSHE so that children can progressively build on their previous knowledge.
- The PSHE curriculum provides all pupils with key knowledge -knowledge they need to know to become resilient learners. This is achieved through our knowledge organisers.
- Our progression of skills map allows the application of knowledge to be sequential and is designed for deep, memorable learning.

- The curriculum is also well adapted to meet the needs of our pupils with special needs.

5. Implementation- how?

- To ensure a high standard and quality of education in PSHE:
- We have carefully sequenced lessons, adapting the Ealing Scheme of Work. See Appendix A for progression of skills using this scheme.
- We plan and deliver lessons that are purposeful, through use of highly effective Google Slides.
- We model good and outstanding discussion, questioning and critical thinking.
- We have embedded the National Curriculum, thus embedding our knowledge organisers with specific PSHE skills to ensure that learning is clear, concise and systematic.
- We have mapped out our key reading to make explicit cross curricular links with English, Science, DT, Art. These links provide opportunities for children to explore their ideas and imagination in a creative way.
- Key events throughout the year such as Black History Month, Windrush Day, Anti Bullying Week, and Mental Health Awareness Week enable children to discuss the importance of diversity and accepting differences. They also allow children to explore the impact of key events in the past on modern society.
- We hold specialised assemblies and events during themed weeks in our curriculum calendar. These experiences help the children to make cross curricular links. E.g Road Safety Week, e-safety week, friendship day.
- We organise educational trips that are related to curriculum content. This increases children's cultural capital by broadening their experiences outside of school.
- We ensure teacher pedagogy and knowledge is secure through CPD sessions.
- We use displays that are engaging, resourceful for children and up to date.
- We enhance the PSHE curriculum with workshops/ visitors linked to learning.
- We regularly monitor teacher planning, pupil work and pupil views.

6. Impact- so what?

Intended Impact:

- To meet the national curriculum expectations.
- Children are well prepared for the next stage of their education.
- Children will become confident, resilient learners who accept and learn from mistakes in their learning. They will feel inspired to take chances by adopting a growth mindset, rather than a fixed mindset. This will benefit all areas of learning.
- All children will receive a good and or exceptional quality of education.
- All children will have knowledge and skills embedded in their long term memory, building on previous learning.
- All children will make good progress in each unit.
- All children will be proficient in the key skills required for the next stage of learning.
- Children will be able to apply newly learnt knowledge and skills.

- Standards of teaching and learning pedagogy are good and or outstanding.
- Children's cultural capital will improve.
- Children will develop questioning and discussion skills to help them understand the wider world.
- Children will develop a strong sense of self worth and have higher self esteem.
- Children will be better at regulating their own emotions and expressing their thoughts and feelings with others, thus helping them to build and maintain positive healthy relationships now and in the future.

7. Assessment and recording

The very nature of PSHE means that careful consideration should be given to the best means of recording. It is important for teachers to capture progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop. Children are informally assessed by staff throughout their work and the reports given to parents will reflect this.

For assessing what a child's starting point is in terms of their existing knowledge, skills, attitudes and beliefs, they should do a **baseline assessment task** (usually in the form of a mind map). The teacher will then use this to inform/ adapt planning to suit the needs of the children and then at the end of the unit, the children will use a different colour to add to their baseline mind map, which allows pupils to demonstrate the progress they have made throughout the unit. Teachers will also assess children using a set of '**I can**' **statements** for each term, giving an overview of their understanding throughout the year.

Recording of work will be in a form appropriate to the planned focus and evident in planning. Written work may not always be appropriate, and staff will use their professional judgment in this. Written work will be recorded in PSHE books, with the date and learning question. It is expected that within a half term, there is at least 3 written pieces of PSHE work recorded in books. Following any workshop related to PSHE, children will do a piece of written work to reflect what they learnt from the workshop, maybe accompanied with photos from the workshop.

Evidence of PSHE can be in a variety of forms:

- Photographs of group activities
- Post it notes of verbal feedback/conversations
- Mind maps
- Storyboards
- Videos
- Longer written pieces- diary entries, letters, booklets, presentation of research using ICT.

8. Child protection and confidentiality

In forming this policy, we use the Ealing Healthy schools Confidentiality and Child Protection policy (Appendix 2). This is to ensure that:

- ground rules are made clear in lessons.
- pupils and parents/carers are aware of the schools' confidentiality policy and how it works in practice
- pupils know that their best interests will be maintained
- pupils are encouraged to talk to their parents/carers and given support to do so
- pupils know that teachers cannot offer unconditional confidentiality
- pupils are reassured if confidentiality has to be broken, they will be informed first and then supported appropriately
- child protection procedures are followed if there is any possibility of abuse and support is put in place

Here are links to other relevant policies:

- [Behaviour policy -Going for Green](#)
- [SEN policy](#)
- [Safeguarding policy](#)
- [Online safety policy](#)
- [Anti Bullying policy](#)
- [Social Media policy](#)
- [Relationships and Growing Up \(RGU\) Policy](#)

APPENDIX 1:

[Progression of PSHE skills document](#)

APPENDIX 2:



CONFIDENTIALITY Information for All Key Stages

What is Confidentiality and why is it Important?

As part of the accreditation process for gaining Healthy Schools Status, all schools are required to have a Confidentiality Policy. But what does this involve for schools in Ealing?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue

- PSHE Education
- Relationships and Sex Education
- One to one discussions with pupils
- Disclosures by pupils
- School advice and support services
- Visiting health professionals
- Policy development

Therefore, it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional can offer absolute confidentiality. However, there are many situations a pupil may find themselves in where child protection is not a concern, and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the school's code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within school's health and Relationships and Sex education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RSE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)

NSPCC, someone to turn to, 2004