MORLEY
PRIMARY SCHOOL

PSHE Policy

June 25



Policy Review Sheet

Morley Primary School

	Version	Date	Minute No.
Approved by Governors			
Reviewed by Governors			
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Introduction:

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Morley Primary School.

At Morley Primary School, we believe an effective Personal, Social, Health and Economic education (PSHE) is essential for the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Our PSHE programme is a whole school approach and not restricted to the classroom or subject. Our programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age. With this in mind, we teach online safety in the Autumn term, ensuring children are educated about potentially harmful and inappropriate online material they may encounter and how they should respond. The four areas of risk (content, contact, conduct and commerce) are taught at an age-appropriate level so that pupils can manage their own risks when online. We use Project Evolve to teach about social media, cyberbullying and digital wellbeing; this allows the children to be independent when using technology and consider their conduct online, whilst ensuring that they remain respectful in real life and online.

Children participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school (Togetherness, Love and Passion), from attitudes of staff and from their relationships.

Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and Eco council, become a Mini-Leader, a Buddy and are encouraged to express their opinions.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities. The Personal Development Overview Plan can be seen on the Morley website and gives an insight into how the learning of the children at Morley is enriched.

https://primarysite-prod-sorted.s3.amazonaws.com/morley-primary-school/UploadedDocument/434a3b42-f5ec-4e5c-b96d-e021cc37b4aa/morley-primary-personal-development-plan.pdf

Aims

Our intention is that when children leave Morley Primary School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. Our children will have high aspirations, a

belief in themselves and realise that anything is possible if they put their mind to it. In an ever–changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

It is our aim to deliver a PSHE programme, as part of our curriculum, which gives children the opportunity to achieve their academic potential, and leave Morley School equipped with the skills they will need throughout later life as individuals, family members and members of society.

Teaching and Learning and Curriculum

At Morley Primary School, we promote the fundamental British values throughout everyday school life. In particular, through our promotion of the school's ethos and vision statement 'Togetherness, Love and Passion' which guide our behaviour and thinking; spiritual, moral, social and cultural understanding and our assemblies are where these values are routinely and explicitly taught. Additionally, they are taught both in stand-alone lessons and are interwoven within our immersive curriculum, including wider opportunities, which gives children real and meaningful opportunities to explore these values.

Through our PSHE and wider curriculum we promote the spiritual, moral, social and cultural (SMSC) development of our pupils and develop their understanding of the fundamental British values (Democracy, Rule of Law, Individual liberty, Mutual respect and Tolerance) by:

• enabling pupils to develop their self-knowledge, self-esteem and self-confidence (Individual Liberty)

• enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England (Rule of Law)

• encouraging pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

• enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England (Mutual Respect)

• encouraging respect for other people (Mutual Respect)

• encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. (Democracy)

• encouraging tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (Tolerance)

Our wider curriculum helps reflect and celebrate the diversity within the school and in the wider world whilst preparing our pupils for life in a multicultural society. We involve the children in visits to the Open Centre, the local church and assemblies discussing different beliefs. We promote the Morley Feeling Ethos of 'Togetherness, Love and Passion' and we promote the use of texts portraying the diverse world we live in during our English lessons. National days, for example, educating children about the history surrounding Black History Month and International Women's day are also included as part of the curriculum.

As a result, our children will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life as valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the National Curriculum requirements and aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world.

PSHE as a lesson is taught once a week in all classes for 45 minutes.

It is taught through Jigsaw's six half-termly themes. Each year group studies the same unit at the same time
Autumn 1: Being Me in My World
Autumn 2: Differences (including anti-bullying)
Spring 1: Dreams and Goals
Spring 2: Healthy Me
Summer 1: Relationships
Summer 2: Changing Me (including Sex Education) – see RSE Policy for more information

See website or *Appendix 1* for each unit content.

Children in Reception will also follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad-based curricular topic.

PSHE in Reception is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

For children in Key Stage One and Two PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-

sensory approach (for children with SEND) by a teacher or TA. Visiting professionals may provide talks/workshops to children. PSHE is also introduced and explored within assemblies.

Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours. The use of playground buddies and mini-leaders help to instigate this.

Equal Opportunities

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Confidentiality and child protection

It is inevitable that effective PSHE education which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching PSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Roles and responsibilities:

The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The Head teacher

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body and parents/carers.

The Role of the Co-ordinator

The PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information
- Undertake an annual audit of resources and order what is required within the limits of budget
- Undertake an annual enquiry into any areas where staff may have concerns or requests
- Collate the views of staff, pupils, parents, carers and the community and act upon these.

The School Staff

- Delivering PSHE content in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

The Pupils

- Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

• Questions do not have to be answered directly and can be addressed later. Individual teachers will use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.

• Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting.

• Teachers will set the tone by speaking in a matter-of-fact way so pupils discuss issues in a way which reduces embarrassment and models sensible discussion.

• If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.

• If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.

• Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.

Monitoring

The PHSE coordinator will monitor PSHE using the annotated planning notes from teachers; work produced by pupils in workbooks and pupil and staff voice feedback. This evaluative process will enable the PSHE co-ordinator to further strengthen and develop the scheme of learning as necessary; identify staff training and support needs; and ensure that pupils are progressing towards meeting the requirements of the statutory RSE learning outcomes and the wider school PSHE objectives.

The Head Teacher and PSHE coordinator will review this policy yearly. Any amendments will be presented to the Governing body.

APPENDIX 1

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change