



Ravensdale Junior School

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

Created by: A Brown

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Statement of intent

Ravensdale Junior School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who able to make a positive contribution to their community. At Ravensdale Junior School our PSHE curriculum is strongly tied to our sex and relationship education (SRE) and pastoral care programme.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- To promote self-awareness, resilience, empathy, team work, communication, passion and excellence.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our Ravensdale Junior School
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the Ravensdale Junior School's website where it, and the PSHE and RSE curriculum, will be available to read and download.
- This policy will be used alongside the RSE policy in order to ensure a comprehensive PSHE education.

1. Key roles and responsibilities

- 1.1. The headteacher/governing body has overall responsibility for the implementation of the Ravensdale Junior School's PSHE Policy.
- 1.2. The PSHE coordinator has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The PSHE coordinator has overall responsibility for reviewing the PSHE Policy annually.
- 1.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the Ravensdale Junior School's Complaints Policy.
- 1.5. The PSHE coordinator will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 1.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 1.7. As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the SRE and PSHE policies reflect the needs and sensibilities of the wider school community.
- 1.8. Ravensdale Junior School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHE and SRE education.

2. Aims of the PSHE curriculum

2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand the importance of family and other caring relationships.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

3. Teaching methods and learning style

- 3.1. A range of teaching and learning styles will be used to teach PSHE. Teachers will use PSHE Matters, R time, Zones of Regulations and The PSHE Association resources and planning. See Appendix A for overview.
- 3.2. Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.
 - No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment. This is implemented through the teaching of 'R' time.
- 3.4. Pupils will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities.
- 3.5. All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 3.6. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our Ravensdale Junior School.
- 3.7. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.8. Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

4. Timetabling and cross-faculty involvement

- 4.1. Staff will use a combination of direct teaching time and cross curricular learning when implementing PSHE, such as links being made to Physical Education in Commando Joes.
- 4.2. There is an element of PSHE in pastoral care and we will ensure that the teachers and learning mentor work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

5. Reporting and confidentiality

- 5.1. Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their PSHE teacher or another member of staff about this.
- 5.2. Pupils will be encouraged to have an open dialogue regarding any such issues with the class teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about

any such issue, the teacher should ensure that the pupil is aware of this responsibility.

6. Tailoring PSHE

- 6.1. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.
- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

7. Key stage 1 and 2 programme of study

- 7.1. During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.
- 7.2. The three core themes are: Healthy and Wellbeing, Relationships and Living in the wider world.

Health and Wellbeing: Healthy lifestyles, mental health, growing and changing, keeping safe, drugs education.

Relationships: Families and positive relationships, friendships, bullying and hurtful behaviours, safe relationships and respecting self and others.

Living in the wider community: Responsibilities, communities, digital resilience and economic well-being.

8. Assessment

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

Teachers make a written record of each pupil's progress after each term on the PSHE curriculum and then passed on to the coordinator for analysis.

9. PSHE coordinator

9.01 The PSHE coordinator will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum * Progression document.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via an annual pupils' questionnaire.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.

Appendix A

Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe