



LONDON FIELDS
PRIMARY SCHOOL

Personal, Social and Health Education (PSHE) Policy

September 2018

School Mission Statement

Achievement, progress, challenge, inspiration and enjoyment are at the heart of everything we do. We are committed to providing children with the very best education to ensure that each child reaches their maximum potential and develops a lasting love of learning and sense of curiosity in the world around them.

We know that children who feel respected and proud of themselves will learn best. Both achievement and perseverance are celebrated and recognised.

We aim to deliver excellent education by providing a stimulating, rich and relevant curriculum which balances the rigorous teaching of core skills and knowledge with creative and imaginative opportunities.

We believe in our role in shaping future communities and aim to ensure our children leave here as happy, successful individuals sociable, thoughtful, confident, and equipped with the skills they need to do the best they can in their immediate environment and the wider world.

Our expectations of the children and the adults within the school are high. We foster a welcoming, safe, disciplined environment where all children, families and all other members of our school community are treated with tolerance, kindness and respect.

National Context

PSHE is a non-statutory subject. However the expectation that all schools teach PSHE is outlined in the introduction to the 2014 National Curriculum, where it is stated that, '*All schools should make provision for PSHE education, drawing on good practice.*¹' The PSHE policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Aims and Objectives

Through the teaching of PSHE, we aim to combine citizenship and personal well-being through a values-based education. We aim to give children the knowledge, confidence and

¹ The National Curriculum Framework, 2014

self-awareness to make informed choices; to develop social awareness and social skills; to promote responsibility, good manners and a safe and healthy lifestyle. Through PSHE, we aim to give children the tools to make sense of their personal experiences and to understand and manage their feelings. It is our aim that children understand the context of British society and the rights and responsibilities that come with citizenship.

The objectives of our PSHE programme are to:

- develop positive values and a moral framework that will guide their decisions, judgments and behaviour
- have respect for others regardless of race, age, gender, culture, disability or disposition.
- be aware of how to keep themselves safe
- be positive and active members of both the school and wider communities.
- have the confidence and self esteem to value themselves and others
- help young people to move with confidence from childhood through adolescence into adulthood
- form positive and healthy relationships with others
- behave responsibly within relationships, understanding that their actions have consequences
- help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
- develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.

Please consult our Sex and Relationships Education (SRE) policy for details on our approach to the SRE strands of PSHE.

PSHE at London Fields Primary School

Children at London Fields will be taught the four components of PSHE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities.
2. Developing a healthy, safe lifestyle.
3. Developing good relationships.
4. Preparing for the opportunities, responsibilities and experiences of later life.
- 5.

Coverage of these components is delivered in a variety of ways:

Early Years

In Early Years PSED (Personal, social and emotional development) is split into three areas:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

The school fosters and develops relationships between home, school and local community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image

KS1 and KS2

Children in KS1 and 2 learn PSHE through:

Philosophy for Children Lessons. These are scheduled weekly. In these, the children are exposed to and learn about the big philosophical questions that govern our lives. They learn how to interact in group situations, how to take turns and how to speak politely to one another. They are given the opportunity to explore social and moral issues and form their own opinions and beliefs, developing their sense of social and moral responsibility. They reflect on their personal experiences and learn about the importance of citizenship and our rights and responsibilities as British and global citizens.

Stand-alone PSHE sessions. These sessions may relate to a particular event in the school calendar, eg: Anti-Bullying Week or Safer Internet Day or may be independent of this. Children are encouraged to promote an understanding of themselves as growing and changing individuals and as members of a wider community. Children are given the opportunity to learn about their health and environment and are encouraged to develop a caring attitude to others. SEAL themes and materials are often incorporated into these sessions. Through PSHE, children become aware of safety issues. These include safety online, radicalisation and extremism, domestic violence, Female Genital Mutilation, appropriate relationships with children and adults, gang membership and sexual exploitation.

In the Summer Term, all year groups are taught scheduled Healthy Relationships Education Lessons. (For more information, see the Healthy Relationships Education policy for London Fields Primary School).

Weekly class sessions in which pupils are explicitly taught manners.

Visiting professionals providing talks or workshops for children

School trips

Daily assemblies, in which the pupils are encouraged to reflect on a moral issue or dilemma. Children are encouraged to understand how their choices and behaviour can affect others.

Termly, age-appropriate, online safety lessons

In addition to this core, classroom provision, intervention groups are held regularly to provide some identified children with extra support. Examples of this include weekly social skills programmes, lunchtime interventions, and programmes followed by Learning Support Assistants.

Equal opportunities and SEN

High standards are set within PSHE. Each individual is ensured access to a full and varied programme of activities, no matter their learning style, special educational need, social or cultural background, ability or behaviour. Each child and their opinions is equally heard and respected. Knowledge and skills are imparted in a way that suits children's prior understanding and attainment level and tasks and materials are adapted as appropriate so that all pupils are able to achieve and progress.

British Values

At London Fields, British Values are promoted in all areas of the curriculum, including in PSHE. The PSHE programme of study at London Fields has strong links to the following British Values:

Democracy - Children acquire a broad general knowledge of and respect for British institutions and laws. They learn support for participation in the democratic process.

The Rule of Law – Children distinguish right from wrong and respect both civil and criminal laws.

Individual Liberty – Children are aware of their rights as enshrined in law and of their responsibilities as citizens.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.² Children acquire an appreciation for their own and other cultures.

Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to

² School Inspection Handbook, September 2015

stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB.

Online Safety

Through regular computing sessions, pupils are aware of how to keep themselves safe online. Through age-appropriate activities, pupils learn to:

- Spot and report cyberbullying
- Recognise that people they meet online may not be who they appear to be
- Protect passwords and personal information
- Discern which information should be made public on the internet and which should be private
- Assess whether messages and websites are reliable
- Communicate safely and responsibly on the internet
- Assess the appropriateness of online gaming software and websites
- Be responsible internet users

London Fields has a separate online safety policy which is reviewed and updated regularly.

Monitoring and Evaluation

The Senior Leadership Team, and in particular, the PSHE co-ordinator is responsible for monitoring and evaluating provision in PSHE. They will support colleagues in delivering PSHE by sharing good practice, providing resources and training and providing a strategic lead and direction for PSHE in the school. All staff are responsible for identifying weaknesses and areas for further development within the curriculum area.

The PSHE policy will be evaluated according to the school policy renewal schedule.

Related Policies

The following policies are heavily related to the PSHE policy.

- Safeguarding Policy

- Online Safety Policy
- Healthy Relationships Education policy

This policy is available on the school website and on request to parents and carers, the LA and Ofsted through the Headteacher.