



# Manor Way Primary Academy

## PSHE Policy

March 2023

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| <b>Responsible Committee:</b>           | Manor Way Primary Academy LAB |
| <b>Revised by Local Advisory Board:</b> |                               |
| <b>Next review date:</b>                | March 2025                    |

# Manor Way Primary Academy PSHE Policy

## March 2023

### **The policy was written by:**

Lisa Buffery: Headteacher

Anabel Whitmore: PSHE Leader

Kate Howard: PSHE Leader

**Our vision At Manor Way is to educate the whole child to ensure children are happy and successful learners that fully develop their academic and personal potential.**

At Manor Way Primary Academy, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives, in order to become informed, active and responsible citizens. PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, we can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

### **Curriculum**

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education is compulsory in all schools from 2020.

### **Curriculum Design**

Manor Way follows the PSHE Association programme of study for Key Stages 1-2.

The programme is based on three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

For each of the three core themes of the programme of study, there are grids suggesting learning opportunities for each key stage. See Appendix 1

Sex and relationship education (SRE) is part of the PSHE curriculum and is not a stand-alone subject. DfE advice is that : 'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, SRE and the importance of physical activity and diet for a healthy lifestyle.'

When thinking about PSHE education it can be helpful to think about three 'levels'. There are lessons that

- explicitly teach *about* an issue: the lessons that offer factual information
- explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

## **The Organisation of PSHE**

We teach PSHE in discrete weekly sessions, supported by other learning opportunities across the curriculum, including the use of enhancement days. A number of other models are used to supplement discrete lessons with dedicated curriculum time. These include:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects)
- whole school and extended timetable activities
- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

PSHE is co-ordinated by Annabel Whitmore & Kate Howard and is taught within the PSHE programme at Key Stages 1 and 2.

- Biological aspects of SRE are taught within the science curriculum and some moral aspects are taught within RE.
- PSHE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant.
- A range of teaching methods which involve pupils' full participation are used to teach PSHE. These include use of small group work, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and pupils are encouraged to reflect on their learning.

## **Assessment**

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

Assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It *is* however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

For each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

## **Visitors**

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to PSHE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE Leader will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PSHE programme. A teacher will be present during the lesson.

## **Creating a safe and secure environment**

We will create a safe and supportive learning environment by understanding that PSHE education works within pupils' real life experiences. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by consulting the school's safeguarding/child protection policy and the DSL

## **Handling sensitive issue**

The PSHE Association has produced a document 'Handling sensitive issues' Appendix 2 which outlines a suggested approach on how to address these issues. It is also important to develop an understanding of the prior learning pupils are bringing to the classroom, with initial activities aimed at illuminating pupils thinking. The resource also provides guidance on developing a safe learning environment, including agreeing on clear ground rules and using techniques to distance the learning.

## **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the PSHE Leader. At Manor Way, questions relating to specific sex education issues will be referred back to families.

## **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of PSHE.

## **Withdrawal of Students from SRE and Complaints Procedure**

Manor Way will include agreed information on SRE in the school prospectus and full details are available on request. Manor Way will provide opportunities for parents/carers to view videos and resources being used and access both PSHE policy, framework and SRE policy on the website.

Parents are informed of their legal right to withdraw their child from SRE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the head teacher to discuss the matter. Students cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of SRE should be addressed to the headteacher.

## **Links with Other Policies**

- Equal Opportunities
- Child Protection
- PSHE & Citizenship
- Confidentiality
- Behaviour
- Anti-Bullying

## **Monitoring, Reporting and Evaluation**

Teachers will critically reflect on their work in delivering PSHE and pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned learning activities.

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the PSHE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms.

### **CPD**

PSHE co-ordinator supports colleagues in the teaching and implementation of the PSHE whole School approach by giving them information about current developments in the subject and reviewing and adapting the curriculum through staff meeting. Any staff development needs will also be identified. SRE issues will be included in the induction programme for all new members of staff.

### **Policy Development, Dissemination and Review Process**

This policy was drafted by the Headteacher and PSHE Leader in consultation with the SENCo, parent/carer representatives, LAB members, the school nurse, and a health promotion officer from the Sexual Health Education Unit. Teaching and non-teaching staff had the opportunity to discuss it at a staff training session. The policy was then ratified by tLAB.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of SRE, via the school office or website.

### **SRE policy review date March 2025**

As part of effective PSHE provision, the PSHE policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

### **Appendix1: Programme of Study PSHE Association KS1 and 2**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>