

Otterham Primary School

Personal, Social, Health & Economic (PHSE)  
Education Policy



Version 2

## **Personal, Social, Health & Economic (PSHE) Education Policy**

### **Introduction**

**Name of School:** Otterham C P School

**Date of Policy:** March 2022

**Members of staff responsible:** Helen Ward – ALL

**Review Date:**

### **Background Information**

Otterham Community Primary School caters for children aged 4 – 11. The children come from both single and dual parent families.

This Policy was developed by the school PSHE Coordinator through a variety of consultation methods, involving pupils, parents/carers, staff, governors and the school health advisor.

### **Policy Statement**

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, to become informed, active responsible citizens. (The National Curriculum 2014).

PSHE comprises planned provision to promote the personal and social development, health and well-being of pupils in a school (2003 – 2004 PSHE Annual report by QCA).

Other related policies and documents include the Sex and Relationship Policy (SRE), Anti-Bullying Policy, Drug Policy, Child Protection Policy and Equality Schemes (Race, Disability and Gender), Sexual Orientation + 2 more!

### **Aims and Objectives**

This Policy is a working document which provides guidance and information on all aspects of PSHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### **Moral and Values Framework**

The PSHE programme at Otterham reflects the school's ethos and demonstrates and encourages the following values:

- Respect
- Humour
- Positivity
- Creativity
- Inclusion
- Co-operation
- Resilience
- Aspiration

### **Equal Opportunities Statement**

The school is committed to the provision of PSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

### **Content**

In Key Stage 1 pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions. They learn to set themselves simple goals and make choices about some aspects of their health and well-

being. Pupils identify and respect differences and similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it.

In Key Stage 2 pupils learn how to express their views confidently and to listen to and show respect for the views of others. They recognise their own worth and that of others and face new challenges positively. Pupils learn about the bodily and emotional changes at puberty, and ways of dealing with these in a positive way are discussed. They talk about a range of jobs, understand that they will need to develop skills to work in the future and how to look after and save money. Healthy lifestyles, including what affects mental health and risks involving substances and drugs are discussed. Various types of relationships are investigated and skills are developed to maintain good relationships or to challenge negative behaviours such as stereotyping and aggression. They learn about rights, responsibilities and duties.

### **Organisation**

PSHE should be not delivered in isolation but firmly embedded in all curriculum areas. At Otterham the main content is either delivered during a discrete hour per week in a timetabled lesson or addressed throughout the week in response to need, making it relevant. The lesson includes circle time.

PSHE is usually delivered by the class teacher or an HLTA, in mixed gender groups. Active learning methods, which involve children's full participation, are used.

Occasionally, appropriate and suitable experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school.

- ✓ Visitors are invited into school because of the particular expertise or contribution they are able to make
- ✓ All visitors are familiar with and understand the school's relevant Policies and work within them
- ✓ All input to PSHE lessons are part of a planned programme, and are negotiated and agreed with staff in advance
- ✓ All visitors are supervised/supported by a member of staff at all times
- ✓ The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning

Evaluation of the PSHE programme is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which are used to inform future planning.

Liaison procedures are already in place with the secondary schools in the area. Discussions on PSHE and Citizenship are included as and when necessary.

Otterham School believes in the importance of training for staff delivering PSHE. The school's staff are encouraged to access appropriate training and support to help them deliver effective PSHE.

### **Specific Issues within PSHE**

#### **Confidentiality**

As a general rule, a child's confidentiality is maintained by the teacher/HLTA concerned. If this person thinks that the child is a risk or is in danger, she/he must talk to the named DSL Officer, Mrs Blackburn (Assistant Headteacher) or Mrs Ward (Headteacher) DDSL. In their absence information is available in the staff room detailing who to contact.

The child concerned will be informed that confidentiality is being breached and reasons why. The teacher will support the child through the process.

#### **Child Protection**

The school has as separate Child Protection Policy. Effective PSHE may bring about disclosures of child protection issues and staff should be aware of the procedure for reporting their concerns.

#### **Controversial and Sensitive Issues**

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions, but also respect others that may have a different opinion.

## **Dissemination**

Three main themes covered during the year include:

- Relationships
- Health & Wellbeing
- Living in the wider world

We also acknowledge children's Mental Health week and Safer Internet Day.

AGREED BY THE GOVERNORS OF OTTERHAM PRIMARY SCHOOL

Adopted by the Governing Body:

June 2022

Review date:

March 2025