



**Crawford Village**  
Primary School & Nursery

*Small enough to care...big enough to inspire*

## *PSHE Policy*

# PSHE Policy

*"It is vital that when educating our children's brains, we do not neglect to educate their hearts."*

*-Dalai Lama*

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## 1. Mission Statement

### *'Children are at the Very Heart of our School'*

At Crawford Village Primary School, we strive to ensure that all children feel happy, safe, secure and truly valued as individuals in our school family. Our vibrant and exciting curriculum embraces the community in which we are situated, recognising local history, heritage, geography, business links and, most importantly, the aspirations of all our children. High quality, personalised learning opportunities enable our children to thrive, providing them with the necessary experiences and skills to achieve their full potential.

Our values and ethos provide a nurturing approach to developing the whole child, instilling in our pupils a love of learning that extends beyond their primary years, equipping them with the skills for their future and developing them as creative, responsible and self-aware individuals.

We provide a calm, supportive atmosphere and set high standards of respect, courtesy, hard work and achievement for all children and adults.

To secure happiness and success, Crawford Village strives to ensure its pupils have the confidence to respond to change, by providing a culture of positive behaviour and safety which inspires and fosters high aspirations.

We will continue to undertake a wide range of activities such as charity fund raising, musical and sporting team events. These activities highlight that the school understands our responsibility to engage with the local community and the wider world.

Our rules are based upon these concepts and we ensure that children understand their rights and responsibilities.

Governors proactively recruit effective and committed people to work in the school and deliver the best possible outcomes for children. It is essential that all stakeholders support the vision of the school. Everyone involved with the school is a valued and respected member of our school community.

The Governing Board works collaboratively to eliminate all forms of discrimination, harassment and victimisation and upholds our duty of care through safeguarding.

Crawford Village Primary School is a small school with a family atmosphere in which every child matters. The staff make every effort to prepare the children for life in a society made up of diverse cultures, languages, religions and lifestyles, whilst encouraging children to develop their full potential as individuals. We are sensitive to the emotional needs of our children. We are keen to adhere to our Mission Statement (above). Our planned PSHE will cover areas where children may need help, for example: the skills they need to sort out disagreements for themselves.

## 2. The importance of Relationship and Health Education

Our children are growing up in a world very different to that in which we grew up. Relationship Education and Health Education is vital so that children and young people can learn how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

**Our pupils say** Relationship Education and Health Education is important because ....

*'It helps us make the right decisions as we grow up.'*

*'It teaches us that we can be whoever we want to be.'*

*'It helps us to be the best version of ourselves.'*

*'You only get one life so you want to be healthy and happy for as long as you can.'*

**Our parents / carers say** Relationship Education and Health Education is important because ....

*'It supports the children through their developing years, both physically and mentally. Allowing parents to see the content prior to delivery prepares us for the subsequent questions.'*  
*'It picks up on important relationship education that is essential for bringing up well-rounded children.'*

*'As parents, we strive to ensure our children grow up happy, healthy and safe; this curriculum supports that.'*

**Our staff say** Relationship Education and Health Education is important because...

*'It is vital to ensure our children develop into happy, confident, well-rounded individuals who are comfortable in their own skin.'*

### **3. Aims of this policy**

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able:

- To have respect for themselves and others, valuing the differences and similarities between people;
- To develop good relationships with other members of the school and wider community;
- To be independent, self-disciplined and responsible members of society;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To know and understand what constitutes a healthy lifestyle;
- To be aware of safety issues and manage risk in their own lives.
- To be aware of potential risks in the online world and how best we can stay safe

The aims within the PSHE curriculum meet the needs of every individual child and through the teaching of the subject and the overarching vision of the school; learning is tailored to meet the needs of children.

Our PSHE education programme promotes the school values of Friendship; Kindness; Respect; Integrity; Perseverance; Happiness

### **4. Entitlement and equality of opportunity**

It is crucial that Relationship Education and Health Education, as a statutory area, is accessible by all pupils. To ensure this, we promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision. We expect our pupils to consider others' needs by following the school's vision and values, reminding them of this and promoting the correct and sensitive behaviour. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will use a scheme of work which best suits our children, decided through consultation with PSHE advisers, our staff and the subject leader / head teacher. We will ensure that pupils with SEND receive access to PSHE through differentiation / scaffolding of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding.

## 5. Curriculum organisation

### Principles-

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge.

### Planning and timetabling-

- Every year group in years 1-6 has a timetabled session of PSHE every week. Through these sessions, we cover the National Curriculum guidance for PSHE. PSHE is delivered daily in EYFS.
- In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: science, geography, RE, English and history.
- PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional circle-time session in response to a particular event or issue.
- Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
- All teaching staff will use a scheme of work called 1Decision, which builds on prior knowledge and allows children time to deepen understanding on different subjects within the PSHE curriculum.
- Through the use of workbooks, children and adults can track progress which means that areas of support/ guidance/ extra teaching can be identified.
- Below is an outline of subjects covered, each one makes explicit links to the statutory requirements of health education and relationships and sex education (please see corresponding RSE policy for more detail), highlighted within the government documentation.

### Age 5 – 8 content:



## Age 8 - 11 content:



### Teaching and learning strategies

- A range of teaching and learning strategies is used:
- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently.
- Visiting speakers such as the police, fire service and health workers also contribute to the taught curriculum.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings, celebrating others through our Values Champions and by taking on roles of responsibility for themselves, for others and for the school.

### Answering Children's Questions-

- We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents / carers may feel uncomfortable about how particular questions may be dealt with in class.
- We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information where children in primary have access to tablets, smart phones and the internet, it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

- We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.
- Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:
  - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
  - If a question is relevant to the whole class, we will answer it to the whole group.
  - However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
  - If a child asks a question that is not necessarily suitable for the entire class, we will reassure the child that we will answer their question later in the session on an individual basis.
  - If the member of staff doesn't have an answer or doesn't know, they will say so and should make an effort to help the child to find the answer later. This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
  - If a child asks a question we know parents / carers may be uncomfortable with, staff may choose to delay answering the question until they have spoken to the parent/carer and talk through their response.
  - Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

## **6. Equal Opportunities**

Crawford Village primary School complies with its duties under the Equality Act 2010. We believe all children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. We aim to ensure our curriculum promotes equality for all sections of the community so that our children leave our primary school happy and excited about living in a community full of difference and diversity, whether that is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

## **7. Community links**

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents / carers and keep them informed through our newsletters and Parents' evenings. Parents and carers are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with other local schools and our visits from the Emergency Services. We share our harvest with the local community and invite them to join us at our open day events and school fairs.

## **8. Assessment, reporting and recording**

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

- The children's work is collated into a 1Decision workbook. This will act as evidence of the work the children have been involved in and document their learning experiences.
- As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.
- These workbooks are kept from Year 1 up until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines.
- The subject leader will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.
- Teachers may also assess through the use of informal judgements as they observe them during lessons and at other times around school

## **9. Safeguarding Children**

All members of staff who deliver any of our Health, Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures annually. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, may need to be adapted to offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

## **10. Links with other policies**

This policy is one of many within our school and should be read in conjunction with the following policies: Confidentiality, Equality, Relationships and Sex Education, Child Protection, Behaviour, Anti-bullying.

## **11. Subject review and monitoring**

Mrs Eaton is the PSHE subject leader and is responsible for monitoring the quality of teaching.

The link governor for this subject is Mrs J Price.

The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

This policy will be reviewed on a 2 yearly basis, or in light of new guidance.

*Policy created by: D Eaton*

*In consultation with: staff, pupils, parents / carers and governors*

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*Next review: September 2024*