



PSHE Policy

(also see Relationships and Sex Education RSE Policy)

Policy:	PSHE
This Policy was approved:	November 2021
This Policy will be reviewed:	December 2022
Governor committee responsibility:	Full Governing Body

As a Rights Respecting School, our curriculum content will also involve making pupils aware of:

- **Article 2** - You have the right not to be treated unfairly on any basis.
- **Article 3** - Adults should do what is best for you.
- **Article 12** - You have the right to an opinion, and to have it listened to and taken seriously.
- **Article 28** - You have the right to a good quality education.
- **Article 29** - Your education should help you use and develop your talents and abilities.

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

Whole School Ethos

Through PSHE we promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Through our CHAMPS we aim to develop pupils' character, which we define as a set of positive personal traits (see our Growth Mindset characters), dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others. This gives pupils the qualities they need to flourish in our society.

We also use PSHE to develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Introduction

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so; we help develop their sense of self-worth.

Our Personal, Social and Health Education (PSHE) programme, alongside our Relationships, Sex and Health Education (RSHE) programme promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge the need to keep themselves safe (online and in the real world). It also develops pupils' age appropriate understanding of healthy

relationships through relationship and sex education, dealing with appropriate and inappropriate touching and what to do if you feel uncomfortable about something.

We also use PSHE to teach children about resilience and giving them strategies to keep themselves mentally healthy. We also develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.

Glasshouses Primary School is a 'Rights Respecting' school. Children and adults work together to recognise and act upon the rights of the children within our school, our local community and the wider world. We believe that by understanding their own rights, children will learn to respect and value the rights of others. Children learn about rights through the United Nations Convention on the Rights of the Child (UNCRC).

Teaching and learning style:

We use a range of teaching and learning styles:

- ❖ We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities.
- ❖ We encourage the children to take part in a range of practical activities that promote active citizenship, such as fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- ❖ We run Pupil Leadership groups (Fundraising, Eco School, Health and Safety, Digital Leaders and Sports Leaders), a Rights Respecting Steering Group and House teams to give pupils a voice and democratic role in how our school operates.
- ❖ Teaching staff and children democratically agree on codes of behaviour that they expect for the school environment they work within. The school has a consistent approach through our 'Rights Respecting' programme.
- ❖ At the beginning of the school year, children are involved in developing their classroom charter. Charters are drawn up in consultation between children and adults and identify the rights that are most relevant to that situation together with the ways in which adults and children will act in order to ensure that these rights are respected.

"Creating a charter is a way of making the rights of the child real and meaningful to children. The process of developing the class charter can serve to unite the class. It develops a sense of ownership of the classroom and learning. Once developed the charter becomes a point of reference for the class and once signed by both teacher and students it signifies a shared activity and acts as the 'social glue' which binds everyone together."

- ❖ We run a range of after-school and lunchtime clubs to enable children the opportunity to belong to a range of wider social groups. We use after school

clubs to meet children's needs and special abilities, their self-esteem and to develop good relationships with others.

- ❖ We do 'Information Station' activities which give the children the opportunity to learn about issues surrounding PSHE, SMSC and Fundamental British values.
- ❖ We offer children the opportunity to hear visiting speakers (often during Health Week and road safety week) such as health workers, police officers and representatives from the local community. The professionals whom we invite into school talk about their role in society and role model a positive and supportive local community and enhance children's knowledge of the wider community.

PSHE curriculum planning:

At Glasshouses School we have developed a long term overview and planning for the delivery of PSHE. There is an overarching school theme for each half term, with age appropriate lessons planned from the three PSHE areas:

Core Theme 1 - Health and Well-being

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

Core Theme 2 - Relationships

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

Core Theme 3 - Living in the Wider World

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

- ❖ We teach PSHE in a variety of ways. We feel that preparing children for the demands of the real world are very important. We want to equip them to be responsible, respectful and active citizens who are ready for life in modern Britain and beyond.
- ❖ We use Circle Time as a device to address any issues which have arisen in classes or for specific groups, such as friendship conflicts.
- ❖ We also develop PSHE through activities and whole school events. Our children are constant collaborators with teaching staff in making suggestions and decisions about our school. Pupil voice is very strong and there is evidence of its power all over school.
- ❖ We also fundraise for charities such as Children in Need at school fairs and special school events.
- ❖ We use PSHE as an opportunity for understanding that difference is a positive, not a negative, and that individual characteristics make people unique - with special reference made to The Equalities Act 2010.

Rights Respecting

As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nations' Convention on the Rights of the Child (UNCRC). The Convention sets out the rights of children. These basic rights encompass survival, protection, development and participation. The UNCRC is underpinned by four principles:

1. Non-discrimination
2. Commitment to the best interests of the child
3. The right to life, survival and development
4. Respect for the views of the child

Children are taught the 'A B C D E of Rights'

- A- Rights are for ALL children.
- B- Rights are there at BIRTH.
- C- Rights CANNOT be taken away.
- D- Rights DO NOT have to be earned.
- E- All rights are EQUALLY important

The whole school community learns about the UNCRC. Each year group learns about the UNCRC and displays are explicitly linked to the UNCRC. All members of the school community are encouraged to be ambassadors for children's rights. Parents and the wider community are included in our work as a Rights Respecting School. Pupils are encouraged to identify themselves as Global Citizens and given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

Additional Pastoral Care Arrangements

At Glasshouses Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support; for example Emotional Literacy Support Assistant (ELSA) work, or specific types of behaviour approaches.

Nurture Group

The school runs a nurture group during the afternoons. The group is available to children who have been identified through the Boxall Profile Assessment. The nurture group room is a space where a small group of children can work and develop social skills, life skills and emotional resilience within a more family-style setting than a normal classroom.

Chill and Chat Areas

The school has a space at lunchtimes where children can go if they have issues and talk through them under no pressure with Mrs Wilkinson or Miss Thornber.

The Role of the Co-ordinator

- Lead policy development and implementation.
- Plan and lead staff training.
- Advice and support colleagues.
- Draw up key stage subject plans.
- Contribute to year group and individual teachers plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources.
- Be an exemplar.

Review and Monitoring

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)
- LA Advisors & Inspectors.
- Governors

<ul style="list-style-type: none"> *Differences and Similarities *Looking After Your Mental Health 	<ul style="list-style-type: none"> *Friendship, Relationships and Families *Anti-bullying 	<ul style="list-style-type: none"> *Keeping Yourself Safe (on and offline) *Feelings
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**PSHE
Whole School
Overview**

<ul style="list-style-type: none"> *Living in the Wider World *Empathy 	<ul style="list-style-type: none"> *Healthy Eating *Looking After Your Physical Health 	<ul style="list-style-type: none"> *Healthy Relationships *Responsibilities
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