Ropery Walk Primary School

PSHE Policy

Rationale

PSHE is at the heart of the school curriculum at Ropery Walk Primary School. We implement a whole school approach to the teaching of PSHE, including Relationship, Sex and Health Education and Drug Education as appropriate, in line with the RSE guidance. The intent is that pupils are provided with multiple opportunities which promote personal and social development and good health and wellbeing. This is delivered through a curriculum that is tailored to the needs of the children, including cross-curricular learning, at every stage of their primary schooling.

Aims and Objectives

In accordance with the initiatives outlined above, the aims and objectives of PSHE at Ropery Walk Primary School are to:
- Promote a positive ethos throughout school to encourage pupils to respect their peers and adults in school and in their wider community;
- Provide opportunities for all pupils to develop the necessary skills to enable them to take responsibility for themselves and their actions;
- Develop knowledge and understanding of issues affecting health and wellbeing in order that all pupils are in a position to make informed choices;
- Allow pupils to recognise and use opportunities to develop and maintain a healthy lifestyle;
- Encourage all pupils to recognise the importance of their contribution to society, building their confidence and self-esteem;
- Develop skills in language, decision-making and assertiveness;
- Help pupils gain access to information and support.

Pupils will be encouraged to consider the importance of the values outlined in the school's values and visions statement. At Ropery Walk Primary School, we believe that we are "providing the roots for lifelong learning".

Teaching and Learning

At Ropery Walk Primary School, PSHE provides the opportunity for pupils to increase their knowledge and understanding, explore and clarify attitudes and values and develop personal and social skills which are directly relevant to health and wellbeing and are transferable across the curriculum and in a wider context.

We cover the key themes which include relationships, health and well-being and living in the wider world. Children are involved in lots of discussions and activities in PSHE to help build upon their understanding of the objectives.

PSHE lessons are timetabled for one session each week across the school.
Teachers are responsible for planning lessons which match pupil abilities, providing challenges for more able pupils and ensuring that children with SEND are also able to

access the learning. The co-ordinator will monitor planning to ensure that all objectives are being covered and taught in the most effective way possible.

Pupils actively take part in: class, Key Stage and whole school assemblies. All members of staff ensure that positive reinforcements of PSHE sessions and assemblies are maintained throughout the school day, in terms of behaviour, respect, care for others and property and positive relationships.

Due to the cross-curricular nature of PSHE and its crucial role within all aspects of school life, we believe that a variety of teaching styles and learning outcomes can be employed and therefore can be accessed by all pupils, given that:
- Pupils are taught in mixed ability groups
- Pupils are encouraged to learn via active and experiential learning where appropriate, which includes paired and group work, role-play and discussion, circle time and cooperative activities and use of technology is planned as appropriate to the objective;
- A range of teaching materials and resources are utilised effectively.
- The use of outside agencies are used effectively where appropriate.

Health and Wellbeing

As a school, we teach health and wellbeing within our PSHE lessons. We ensure this is taught and recapped at different times within the school year to allow for the revisiting and recapping of knowledge. Health and wellbeing is a priority for children, parents and staff. We use the Place to Be service for any children, parents and staff who require additional   support.   Within   school   we   focus   on:

- healthy eating
- daily exercise
- mental health
- maintaining strong, healthy relationships through good communication

Differentiation and Special Educational Needs

We acknowledge that PSHE needs to respond to the range of needs and experiences of all pupils within our school. We aim to differentiate the teaching and learning of PSHE by:
- Developing a carefully and sensitively planned programme of work which is linked to National Curriculum Framework objectives, including RSE.
- Referring to Individual Education Plans and Healthcare Plans when planning sessions;
- Using appropriate and relevant terminology;
- Providing teaching assistant support for pupils where necessary;
- Providing access to further support outside of school where appropriate.

Rights Respecting Schools Award

Ropery Walk Primary School is committed to promoting children's rights and developing respectful relationships between all members of the school community. Following the attainment of the Rights Respecting School Award the ethos of Rights Respecting is firmly embedded. Teaching and learning has time dedicated to developing understanding and knowledge of children's rights using the United Nations Convention on the Rights of the Child (UNCRC). These rights are promoted through PSHE and at least one other curriculum area in every class. All subjects are delivered in such a way that respectful relationships are supported and pupil voice is evident. Opportunities to explore rights and respect at local, national and global levels are taken advantage of where possible.

British Values
The DfE have recently reinforced the need **"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."**
The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year.
At Ropery Walk Primary School these values are reinforced regularly and in the following ways:
Democracy
Pupil voice is a very important part of life in Ropery Walk Primary. Our pupil-elected School Council plays a strong role in our school. MPs are elected by their class peers and are involved in making the school a better place to learn. The Chairperson and Vice Chairperson are elected by the whole school by a secret ballot on election day. The children frequently meet (following their Class Council), to discuss and suggest ways that we can improve our school.
Pupil questionnaires and interviews are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The Rule of Law
Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the

neighbourhood or the country, they are set for good reasons and must be adhered to.

Specific Issues

Inclusion: The PSHE curriculum is designed so that all pupils are able to achieve their potential, regardless of race, religion, gender, disability, culture or special educational needs. This is achieved through differentiation at classroom level and via a positive ethos in the school.

Confidentiality and Child Protection: Staff and pupils are made aware of the importance of confidentiality and anonymity where appropriate. This is reinforced to pupils at the beginning and end of each PSHE session.

Sensitive or Controversial Issues: Pupils are encouraged to ask questions in the PSHE sessions. Pupil's questions are answered sensitively and honestly as appropriate to the age group and issue. In the first instance, answers are sensitively turned back on the pupil by asking an open question to find out what they already know or why they are asking. Where immediate answers are given, these will be provided in a non-sensationalised way, using appropriate terminology. It is accepted and agreed with staff and pupils that teachers may not be able to answer questions, for example, where a pupil asks about an issue not appropriate to discuss at whole class level. In this case, the teacher would follow up the question in small group discussion as above. Other more sensitive or particularly controversial issues may be followed up individually with the pupil or with their parent / carer.

Safeguarding: At Ropery Walk Primary School, we are committed to safeguarding all members of our school community. Safeguarding is a key focus throughout the school, which is reflected in both policy and practice. Our aim is to provide a safe, secure and supportive environment in which all members of the school community will achieve their full potential. We strive to achieve our aim through modelling correct behaviour, educating all on safeguarding and dedicating time to learning about keeping safe.

E-Safety: E-Safety is a priority in our school to reflect the ever changing and technologically advancing world which we live in. Our aim is not to restrict children's access and use of these technologies, but to educate them to make informed decisions and choices which will enable them to stay safe. E-Safety has dedicated teaching time through the PSHE curriculum and Computing curriculum which covers a range of aspects from Cyber bullying to safer Internet searching. However, every time children are accessing technology we review and revise E-Safety.

Through PSHE, this is achieved by planned curriculum units in healthy eating, relationships, sex and health education. We aim to guide children in making informed and independent decisions which will keep them safe. Regular opportunities are provided throughout the PSHE curriculum to consider, discuss and reflect upon issues surrounding safeguarding.

Assessment

At Ropery Walk Primary School we believe that the monitoring and assessment of teaching and learning is vital in being able to progress and move forward. In terms of assessing learning in PSHE, evidence comes from:

- Pupil assessment books: we use pre-assessment and post-assessment activities which helps to inform teaching and assessment
- Self-assessment: smiley/sad faces on work and thumbs up/down for oral work, traffic lights;
- Peers: observations and role play, reflection in pairs or small groups, Pupil responses provide an insight into whether the learning outcomes are being met so that the teaching programme can be reviewed and monitored regularly.
- Teacher: observation of role play, written records
- Teacher: written evidence base containing examples of work and photographs;
- Teacher: assessments are completed to show who has met the expectations, exceeded the expectations or is below the expectations;
- Individual Education Plans are regularly consulted and taken into account when assessing pupil achievements.

As a whole school, achievements and behaviour are rewarded through the giving of class stickers, verbal praise and celebration assemblies every week where a range of achievements are celebrated.

Working with Parents / Carers and the Wider Community

At Ropery Walk Primary School we believe that a partnership approach with parents / carers is essential, particularly for PSHE. Parents were invited into school for information and discussion about RSE. Parents/carers are contacted about Place 2 Be and Place 2 Talk services.

Monitoring and Evaluation

The subject co-ordinator implements, monitors and reviews the effectiveness of this policy alongside other relevant team members. The Head Teacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A Nixon (subject co-ordinator)
C Black (Headteacher)

Policy reviewed: March 2021

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Policy reviewed: June 2024
Policy reviewed: September 2025
Policy is under review and is subject to change with ongoing changes.