



HILL WEST
Primary

FOUR OAKS

PSHE POLICY

Hill West Primary School is a member of the Arthur Terry Learning Partnership

HILL WEST PRIMARY SCHOOL

Personal, Social and Health Education (PSHE) POLICY

INTENTIONS OF THE POLICY

Hill West Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who able to make a positive contribution to their community. At Hill West Primary School, our PSHE curriculum is strongly linked to our SMSC policy, our relationships and sex education (RSE) policy and our commitment to UN Convention on the Rights of the Child all taught under the umbrella of Personal Development and Well-Being.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

KEY ROLES AND RESPONSIBILITIES

The local governing body has overall responsibility for:

- the implementation of Hill West Primary School's PSHE Policy. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- reviewing the PSHE Policy annually.

The headteacher has responsibility for:

- handling complaints regarding this policy, as outlined in the ATLP Complaints Policy.
- the day-to-day implementation and management of the PSHE Policy.

As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the RSE and PSHE policies reflect the needs and sensibilities of the wider school community and will work with parents and carers throughout the year to ensure they are routinely kept informed about their right to withdraw their children from PSHE and SRE education.

AIMS OF THE PSHE CURRICULUM

Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect and celebrate 'difference'
- Seek to explore viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy, the rule of law, individual liberty and mutual respect and tolerance
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand the UN Convention of the rights of the child.

TEACHING METHODS AND LEARNING STYLE

A range of teaching and learning styles will be used to teach PSHE. Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.

Pupils will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. We will also consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this. Teaching will also take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

KEY STAGE 1 AND 2 PROGRAMME OF STUDY

The programme will cover:

- What is meant by a healthy lifestyle?
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- 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.

Curriculum Post holder

- Curriculum post holders will have responsibility to:
- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via an annual pupils' questionnaire.

- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.
- Lead the drive to become a rights respecting school.

UN Convention on the Rights of the Child

In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have the same rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are living on their own, what their culture is, whether they have a disability, whether they are girl or boy, or the children of a broken family or city.

Article 3
All people should try to do what is best for the children. Adults responsible for them should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help you learn to exercise your rights and ensure you have opportunities to learn, grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your children are protected.

Article 6
You have the right to life.

Article 7
You have the right to a name, and this should be officially registered by the government. You have the right to a nationality to belong to a country.

Article 8
You have the right to be identified – an official record of who you are. You should have this along with you.

Article 9
You have the right to live with your parents, unless it is better for you. You have the right to live with a family different from your own.

Article 10
If you live in a different country from your parents, you should have the right to see them in the same way.

Article 11
You have the right to be protected from being sold.

Article 12
You have the right to give your views, and be listened to when you are old enough.

Article 13
You have the right to express your views and ideas, and to be listened to when you are old enough.

Article 14
You have the right to believe in different things and ideas, what you think, what you say, what you do, what you write, or to worship, or to be of any other religion, or to be of no religion at all.

Article 15
You have the right to associate with other children. This means you should help you decide what to do and when you should be free.

Article 16
You have the right to privacy. No one should try to know more about you than you want to tell them, and you should be able to control what you say and do.

Article 17
You have the right to get information that is important to you and that helps you make choices. You should be able to get this information in a way that is easy to understand, and you should be able to understand the information you need.

Article 18
You have the right to be cared for by your parents or family.

Article 19
You have the right to be protected from being hurt, and from being in danger.

Article 20
You have the right to special care and protection if you have been orphaned or abandoned, if you are in danger, or if you are in need of special care.

Article 21
You have the right to special care and protection if you are disabled or in some way different.

Article 22
You have the right to special protection and help if you are an orphan of your father, mother, or both, or if you are in some way different, or if you are in need of special care.

Article 23
You have the right to special care and protection if you are disabled or in some way different.

Article 24
You have the right to the best health care you can get, and to be protected from being hurt, and to be protected from being in danger, and to be protected from being in need of special care.

Article 25
You have the right to be protected from being hurt, and to be protected from being in danger, and to be protected from being in need of special care.

Article 26
You have the right to be protected from being hurt, and to be protected from being in danger, and to be protected from being in need of special care.

Article 27
You have the right to be protected from being hurt, and to be protected from being in danger, and to be protected from being in need of special care.

Article 28
You have the right to be protected from being hurt, and to be protected from being in danger, and to be protected from being in need of special care.

Article 29
You have the right to be protected from being hurt, and to be protected from being in danger, and to be protected from being in need of special care.







