



PHSE Policy

Curriculum Intent Statement

To develop childrens understanding of PSHE and provide them with a foundation of life skills across all contexts (home/school/community) and time spans (primary/secondary/later life).

School Mission Statement

We aim to create a secure, stimulating and caring environment where children can develop and thrive. A place where a feeling of self-worth is fostered and individuals can feel happy valued and confident.

It is our aim that each child reaches his or her full potential. We want every child to become the best that he or she can possibly be. We expect all members of our schools community to 'Choose Kind'.

We aim to offer the highest academic standards set within an exciting and innovative curriculum. We will endeavour to create, inspire and arouse a life-long passion for learning. As a staff, we will model ourselves as learners who are also hungry to discover, learn and improve. We will deliver lessons which use innovative and trusted methods which will absorb and motivate our pupils. We regularly use our rich and beautiful environment as a means of presenting and accessing our curriculum.

We believe that we are preparing our pupils not just for their further schooling but for life beyond this. We regard a childs primary school years at Rivington as forming a foundation on which they will build their further education and future lives. We are always mindful that our childrens experiences during their early years at Rivington will, in large, shape the adults that they will become.

Therefore, during their time with us, we aim to offer a curriculum that is broad, rich and balanced – one which shapes the 'whole child'.

We are a 'kind'school and we are welcoming to all. The most important school rule, and one that is followed by the whole school community, is: 'Be Kind'.

Our aims and ethos actively promote the rule of law, democracy, mutual respect, individual liberty and the tolerance of different faiths and beliefs. These are the British values that we cherish and the ones which will enable our children to live in Modern Britain.

All at Rivington promote an ethos of encouragement, kindness and understanding so that strengths are developed and weaknesses are identified and supported. As a result all are challenged and never inhibited.

Parents know that their children will be cared for and experience the best educational standards.

Through hard work, the best efforts of their teachers, the support of their parents and the encouragement of their peers we expect all pupils to make significant progress and experience success.

National Context



PSHE is a non-statutory subject. However the expectation that all schools teach PSHE is outlined in the introduction to the 2014 National Curriculum, where it is stated that, '*All schools should make provision for PSHE education, drawing on good practice.*'¹ The PSHE policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Aims and Objectives

Through the teaching of PSHE, we aim to combine citizenship and personal well-being through a values-based education. We aim to give children the knowledge, confidence and self-awareness to make informed choices; to develop social awareness and social skills; to promote responsibility, good manners and a safe and healthy lifestyle. Through PSHE, we aim to give children the tools to make sense of their personal experiences and to understand and manage their feelings. It is our aim that children understand the context of British society and the rights and responsibilities that come with citizenship.

The objectives of our PSHE programme are to:

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- develop positive values and a moral framework that will guide their decisions, judgments and behaviour
- have respect for others regardless of race, age, gender, culture, disability or disposition.
- be aware of how to keep themselves safe
- be positive and active members of both the school and wider communities.
- have the confidence and self-esteem to value themselves and others
- help young people to move with confidence from childhood through adolescence into adulthood
- form positive and healthy relationships with others
- behave responsibly within relationships, understanding that their actions have consequences
- help children to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older.
- develop appropriate terminology for sex and relationship issues to enable pupils to communicate effectively.



Please consult our Sex and Relationships Education (SRE) policy for details on our approach the SRE strands of PSHE.

PHSE at Rivington Foundation Primary School

Children at Rivington Foundation Primary will be taught the four components of PSHE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities.
2. Developing a healthy, safe lifestyle.
3. Developing good relationships.
4. Preparing for the opportunities, responsibilities and experiences of later life.

Coverage of these components are covered in a variety of ways:

Early Years

In Early Years PSED (Personal, social and emotional development) is split into three areas:

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour

The school fosters and develops relationships between home, school and local community. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image

KS1 and KS2 Children in KS1 and 2 learn PSHE through:



Weekly PSHE sessions. During the sessions they learn how to interact in group situations, how to take turns and how to speak politely to one another. They are given the opportunity to explore social and moral issues and form their own opinions and beliefs, developing their sense of social and moral responsibility. They reflect on their personal experiences and learn about the importance of citizenship and our rights and responsibilities as British and global citizens.

Stand-alone PSHE sessions. These sessions may relate to a particular event in the school calendar, eg: Anti-Bullying Week or Safer Internet Day or may be independent of this. Children are encouraged to promote an understanding of themselves as growing and changing individuals and as members of a wider community. Children are given the opportunity to learn about their health and environment and are encouraged to develop a caring attitude to others. Through PSHE, children become aware of safety issues. These include safety online, radicalisation and extremism, domestic violence, Female Genital Mutilation, appropriate relationships with children and adults, gang membership and sexual exploitation.

In the Summer Term, all year groups are taught scheduled Healthy Relationships Education Lessons. (For more information, see the Healthy Relationships Education policy for Rivington Foundation Primary – under construction and review summer 2019)

Visiting professionals providing talks or workshops for children

School trips

Assemblies, where the pupils are encouraged to reflect on a moral issue or dilemma, during these the children are supported by staff to understand how their choices and behaviours can affect others

Age-appropriate, online safety lessons

In addition to this core, classroom provision, intervention groups are held as required to provide identified children with extra support. Examples of this include weekly social skills programmes, lunchtime interventions, and programmes followed by Learning Support assistants.

Rivington Remarkable – Resilience, Resourcefulness, Reciprocity and Reflectiveness

Seven Wonders – Kindness, Perseverance, Respect, Courage, Forgiveness, Responsibility and Honesty

Manners of the week

In addition to this core, classroom provision, intervention groups are held regularly to provide some identified children with extra support. Examples of this include weekly social skills programmes, lunchtime interventions, and programmes followed by Special Support Assistants.



High standards are set within PSHE. Each individual is able to access to a full and varied programme of activities, no matter what their learning style, special educational need, social or cultural background, ability or behaviour. Each child and their opinions is equally heard and respected. Knowledge and skills are imparted in a way that suits childrens prior understanding and attainment level and tasks and materials are adapted as appropriate so that all pupils are able to achieve and progress.

British Values

At Rivington Foundation Primary, British Values are promoted in all areas of the curriculum, including in PSHE. The PSHE programme of study at Rivington Foundation Primary has strong links to the following British Values:

Democracy - Children acquire a broad general knowledge of and respect for British institutions and laws. They learn support for participation in the democratic process.

The Rule of Law – Children distinguish right from wrong and respect both civil and criminal laws.

Individual Liberty – Children are aware of their rights as enshrined in law and of their responsibilities as citizens.

Mutual respect for, and tolerance of those with different faiths and beliefs, and for those without faith. Children acquire an appreciation for their own and other cultures.

Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to

stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills



to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, are concerned we will follow the procedures set out in this document and make reference to the guidance provided by CHSCB.

Online Safety

Through regular computing sessions, pupils are aware of how to keep themselves safe online. Through age-appropriate activities, pupils learn to:

- Spot and report cyberbullying
- Recognise that people they meet online may not be who they appear to be
- Protect passwords and personal information
- Discern which information should be made public on the internet and which should be private
- Assess whether messages and websites are reliable
- Communicate safely and responsibly on the internet
- Assess the appropriateness of online gaming software and websites
- Be responsible internet users

Rivington Foundation Primary School has a separate online safety policy which is reviewed and updated regularly.

Monitoring and Evaluation

The Senior Leadership Team, and in particular, the PSHE co-ordinator is responsible for monitoring and evaluating provision in PSHE. They will support colleagues in delivering PSHE by sharing good practice, providing resources and training and providing a strategic lead and direction for PSHE in the school. All staff are responsible for identifying weaknesses and areas for further development within the curriculum area.

The PSHE policy will be evaluated according to the school policy renewal schedule.

Related Policies

The following policies are heavily related to the PSHE policy.

- Safeguarding Policy
- Online Safety Policy
- Healthy Relationships Education policy

