



# *Tarleton Holy Trinity Church of England (Aided) Primary School*

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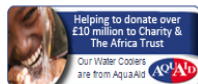
*[www.tarletonholytrinity.org](http://www.tarletonholytrinity.org)*

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## **Personal, Social, Health and Economic Education (PSHE) Policy**

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**POLICY**



*Tarleton Holy Trinity  
Church of England (Aided) Primary  
School*



**Personal, Social, Health and  
Economic Education (PSHE)  
Policy**

**This policy reflects the Christian ethos and vision statement of our school.**

**Our Mission Statement**

***Tarleton Holy Trinity Church of England (Aided) Primary School is a Christian Family where everyone is valued, we all achieve and our dreams for the future begin.***

## **Introduction**

At Tarleton Holy Trinity CE Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do.

PSHE is a non-statutory subject. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the most recent national curriculum of 2020.

The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning.

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

## **Aims**

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

## **Objectives**

To enable the children to: -

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of race, gender and mental and physical disability;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Appreciate and inherit the Tarleton Holy Trinity Primary School core values into their own philosophy;
- Develop positive learning behaviours.

## **Roles and Responsibilities**

**The PSHE Subject Leader has the following responsibilities:**

- To lead the review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

### **The Governors have the following responsibilities:**

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the most recent National Curriculum of 2020;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

### **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

### **Working with Parents/Carers**

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

### **Provision**

PSHE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014;

This framework will be delivered through our scheme of work 'Jigsaw' which covers all objectives taken from the National Curriculum document. The teaching staff will follow this scheme of work and use the planning element and resources available to them, however, may add to their lesson with resources taken from the SEAL resources that we also have in school.

Some elements of PSHE are taught effectively as a separate, explicit subject.

In addition to this, PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community.

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy and Single Equality.

In following the framework our pupils will be taught PSHE through two main areas:

1. Relationships Education (see separate policy)
2. Physical and Mental Health and Wellbeing

The curriculum offers discreet whole school themed days/weeks on:-

- Anti-Bullying
- Keeping Healthy, Keeping Safe
- On-Line Safety

## **Learning and Teaching**

During timetabled PSHE time, an emphasis is placed on **active learning and encouraging** mindfulness 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. As the school uses the Jigsaw scheme, every class has a 'Charter' that has been agreed by the children and class teacher to ensure the children can learn and 'share ideas' in an open and safe environment.

Visiting speakers such as the police 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 as part of a group on a project and sharing their thoughts on a school matter to a wider group.

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; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school.

We teach PSHE to all our pupils, regardless of their ability.

Learning opportunities are matched to the individual needs of children with learning difficulties.

Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

## **Assessment, Recording and Reporting**

Teachers assess the children's learning by making informal judgements as they observe them during lessons.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and community in photograph and video form and these are listed on the end of year report.

Our Celebration Worship celebrates personal achievements outside school.

A comment relating to PSHE will be included in the 'General comments' section of the annual report to parents on pupils' progress.

Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work and to receive a special award or sticker.

## **Monitoring and Review**

The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching.

The Head Teacher and PSHE Subject Leader will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

# **Relationships and Sex Education (RSE)**

## **Monitoring and Evaluation**

At the end of each lesson teachers will use a range of informal methods to give pupils the opportunity to reflect on their learning and development.

Throughout each topic a range of methods will be used to assess the extent to which pupils are achieving the intended learning outcomes. Pupils will be assessed on the following three areas: knowledge acquisition; clarification and exploration of attitudes and values; skills development.

## **Confidentiality, Safeguarding and Child Protection**

All staff members at Tarleton Holy Trinity have a duty to safeguard the well-being of children.

At Tarleton Holy Trinity we recognise that the open discussion associated with PHSE/RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Child Protection Designated Person. The Child Protection Designated Person will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Safeguarding and Child Protection Policy for more information.

We use group agreements within PHSE/SRE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Safeguarding and Child Protection policy which is available on the school website. <http://tarletonholyltrinity.org/wp-content/uploads/2016/04/Safeguarding-and-Child-Protection-Policy-Sep-2017-1.pdf>

## **Provision for young women's menstruation needs**

Sanitary disposal units are available in the staff and in some pupils' toilets in upper Key Stage 2. All female pupils from Year 5 upwards and their parents are informed that sanitary protection and spare underwear can be obtained from the School Office in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies. However, parents are expected to send pupils to school with adequate sanitary protection for the day and these can be kept in a private agreed place.

Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy and understanding.

### **Information for Staff and Pupils on local support services**

It is hoped that pupils will feel able to approach parents or staff with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage pupils to discuss issues with parents.

Through the comprehensive PSHE curriculum pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

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## **Document reviews**

We are aware of the need to review our school's documents regularly so that we can take account of:  
new initiatives, changes in the curriculum, developments in technology etc.

This policy was written in June 2021 and will be reviewed in June 2023.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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