

Viking Academy Trust



PSHE Policy

Ramsgate Arts Primary School

This PSHE policy for Ramsgate Arts Primary School has been written after consultation with staff, following guidance from PHSE Association.

Approved by the Trust: Term 6 2020

Reviewed biennially

Last review date: Term 6 2022

Signed



Chair of Trust



PHSE Policy

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This '**PHSE Policy**' is specific to Ramsgate Arts Primary School.

What are the aims of this policy?

The aims of this policy are as follows:

- To ensure complete clarity about content taught for PSHE at Ramsgate Arts Primary School.
- To provide parents and carers with information about the intention, implementation and impact of the content taught, including information about their right to withdraw their child/ren from aspects of the content being taught.
- To ensure that content covered is aligned to the needs of the pupils in our school.

What is outlined in this policy?

This policy outlines the definitions for PSHE and summarises how Ramsgate Arts Primary School teaches PSHE's three core themes:

- Core theme 1: Health Education
- Core theme 2: Relationships Education
- Core theme 3: Living in the Wider World

This policy outlines each of the core themes and directs school stakeholders towards further information and detail about the way the themes are embedded at Ramsgate Arts Primary School.

Who is this policy for?

This policy is for staff, parents and carers, governors and any other body who so wish to explore how Ramsgate Arts Primary School teach and monitor PSHE.



A copy of this policy can be found on our school website and can be provided to anyone who wishes to explore it further.

Who has created this policy and when will it be reviewed?

This policy has been formed by the staff of Ramsgate arts Primary School in liaison with the local advisory body for RAPS. Drafts of this policy have been shared with parents and governors. This policy will be formally reviewed in July, 2022.

PSHE at Ramsgate Arts Primary School

What is PSHE?

PSHE stands for Personal, Social, Health and Economic education. The PSHE Association¹ defines PSHE as -

‘Personal, social, health and economic (PSHE) education is a non-statutory curriculum subject which develops the knowledge, skills and attributes all pupils need in order to keep healthy and safe and to prepare them for life and work in modern Britain.’

Why teach a non-statutory subject?

The importance of the knowledge, skills and understanding young people gain from PSHE lessons is immeasurable. Through PSHE lessons, pupils develop a deep understanding of themselves and others, in addition to the communities and systems of society. PSHE learning teaches young people vital life skills, such as keeping themselves safe, and helps prepare them for their futures.

Although PSHE is a non-statutory subject, some elements of PSHE are statutory. Schools must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.

What does Ramsgate Arts Primary School teach for PSHE?

PSHE is made up of three core themes:

¹ <https://www.pshe-association.org.uk/>

- Core theme 1- Health Education. In short, this core theme covers content to teach pupils how to stay healthy (both physically and mentally).
- Core theme 2- Relationships Education. In short, this core theme covers content to teach pupils how to recognise and provide positive, caring relationships.
- Core theme 3- Living in the Wider World. In short, this core theme covers content to teach pupils about society and the economy.

Core themes 1 and 2

Core themes 1 and 2 are statutory. At Ramsgate Arts Primary School, Relationships and Health Education is mapped out carefully and taught to both Key Stages 1 and 2 using the government guidance. Details about the curriculum content for Relationships Education and Health Education can be found on Relationships, Sex Education and Health Education policy and on the school website.

Core theme 3

Although core theme three is not statutory, at Ramsgate Arts Primary School, we know the value of pupils learning about living in the wider world. For details about the content taught for core theme 3, read the below sections which outline the curriculum coverage.

What does Ramsgate Arts Primary School teach for core theme 3, Living in the Wider World?

Although Core theme 3 -Living in the Wider World- is taught discretely as part of our PSHE programme, we do include elements within and across other areas of the school curriculum. Read more about this in the ‘How do we teach PSHE at Ramsgate Arts Primary School?’ section of this policy.

Below is the core theme 3 content covered at Key Stage 1:

- L1. how they can contribute to the life of the classroom and school
- L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- L4. that they belong to different groups and communities such as family and school
- L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- L8. ways in which they are all unique; understand that there has never been and will never be another ‘them’
- L9. ways in which we are the same as all other people; what we have in common with everyone else
- L10. about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Below is the core theme 3 content covered at Key Stage 2:

- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

- L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
- L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12. to consider the lives of people living in other places, and people with different values and customs
- L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- L16. what is meant by enterprise and begin to develop enterprise skills
- L17. to explore and critique how the media present information
- L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

How are these objectives organised for each year group?

Objectives for all core themes are divided across the year groups. Some objectives are repeated across year groups. This is so that the objective is embedded; learning something often takes more than one lesson and can easily become diluted or forgotten without repetition. Lessons and activities themselves are not repeated, but the learning outcomes are strengthened by exploring one objective in different ways at different times and at different depths. All PSHE lessons begin with a 'Big Question'. Below are the Big Questions for core theme 3. To explore Big Questions for core themes 1 and 2, please explore the Relationships, Sex Education and Health Education policy found on our school website.

TERM 1: Living in the Wider World Cycle 1				
Y1	Am I important at my school?	What should our class rules be and why?	How can we save electricity?	How can we reduce our waste?
Y2	How can I make a difference to my school?	How do the school rules help us?	What groups do I belong to?	Who are the special people in our community?
Y3	Which groups of people help our community?	How can I help the community?	Why do we need rules?	Is social media a reliable source?
Y4	Can animals help the community?	How can I care for the wildlife and environment in my community?	Which groups of people help our community?	How can I help the community?
Y5	How can the meals we eat harm the environment?	Should I challenge unfair or antisocial behaviour?	How can I become a good citizen in my community?	What impact does community work have on society and individual citizens?
Y6	How can I contribute to my community?	How might I continue to support the community when I am an adult?	Has the way news is presented changed over time?	Can I use social media safely and responsibly?
TERM 3: Living in the Wider World Cycle 2				
Y1	Should things be fair?	Are we all the same?	What is money and where does it come from?	Why is money important to people?
Y2	What does 'equal rights' mean?	What makes me unique?	Should I spend or save my money?	What should we spend our money on?
Y3	Does everyone have the same rights?	How can I raise money for a charity?	How can I raise money for a charity?	How can I raise money for a charity?
Y4	Is there a right way to disagree?	How diverse is the UK?	Do we all have the same customs?	What is life like for people in _____?

Y5	Where does society's money come from?	Does money make the world go round?	How can money be multiplied?	How can money be multiplied?
Y6	Is borrowing money a good idea?	What should the government spend its money on?	How does where you live impact how you live?	Cultural practices: different or dangerous?

Each Big Question brings with it learning objectives related to the core theme. The lessons explore content to develop key knowledge. Below is an example of learning for Year 1 during cycle 1 of the Living in the Wider World theme:

Year 1 Living in the Wider World Cycle 1		
Should things be fair?	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	I know the difference between fair and unfair. I know that it is fair that all people have their basic needs met. I know ways to act fairly towards others.
Are we all the same?	L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else	I know that we have similarities and differences and can identify these. I know it is okay to think, look and live differently to others.
What is money and where does it come from?	L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	I know that money is coins or notes that have worth. I know that money can be stored in a bank account. I know that money can be spent on a bank card or mobile device. I know what the bank is.
Why is money important to people?	L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	I know that money is important to people because it helps them get what they need and want. I know the difference between things we need and things we want/would like.

Teachers at Ramsgate Arts Primary School, who have had PSHE CPD opportunities through staff meetings, plan their PSHE discrete lessons using the mapped, cohesive learning objectives and knowledge to drive outcome. As part of every PSHE lesson, teachers explore the 'Ground Rules'. These rules enable pupils and staff to understand the boundaries in place throughout the lessons. See appendix one for a copy of the Ground Rules, adapted from the PSHE Association's guidelines.

How else is PSHE embedded into school life?

At Ramsgate Arts Primary School, so much of our school ethos is inspired by personal, social, health and economic development of our pupils. Below are just some examples of how PSHE weaves through our day-to-day lives at RAPS.

- Assemblies with topical themes.
- The Arts Curriculum.
- Elements of the RAPS Curriculum content.
- School ethos, e.g. positive behaviour policies and focus on pupil and staff relationships, core values, British Values.
- Celebrating local, national and global events.
- Community projects and events organised by the school or members of the community.
- Celebration assemblies, which often focus on personal development, core values and PSHE traits.
- Some school trips (for example visits to the Houses of Parliament) and special visitors.
- Both the Junior Leadership Team and Head Boy and Head Girl elections and contributions.

Who will deliver the PSHE curriculum?

For discrete lessons, on the whole, class teachers will deliver PSHE sessions. On occasion, where appropriate, visitors or special guests may deliver or contribute towards the delivery of PSHE content. Examples might include Firemen, Policemen or visitors from charities, such as Childline.

In terms of the wider, whole school development of PSHE, every member of our school team must take their duty in embedding the Ramsgate Arts Primary School ethos into their day-to-day interactions with the children and their families.

How will we ensure that all pupils can be included in lessons, regardless of ability or special education needs?



Class teachers know their pupils well. As part of their understanding and relationship with pupils in their class, the teachers are able to skilfully assess how to support pupils, including those with SEN, to access as much of the learning as possible. Learning activities can be adapted to ensure they suit the needs of all pupils and lessons should be inclusive of all pupils in the class. Pupils who need additional support, guidance or teaching will have this support provided. Where a lesson is deemed inappropriate for any reason, teachers are able to identify this and communicate with parents and carers accordingly to ensure that these pupils have fair and alternative provision.

How will sensitive topics be taught?

Due to the very nature of the subject, some topics within PSHE are very sensitive to teach and to learn about. For this reason, teachers always explore the Ground Rules before each session by reiterating these alongside the children. Sensitive topics are taught with careful consideration and in line with the training staff have received. As mentioned above, teachers will carefully assess to ensure that any pupils who, for any reason, might not be suitable to engage in PSHE lessons, will be offered an alternative provision.

Teachers at RAPS have been provided with school-based staff training to support the delivery of PSHE lessons. Training sessions are guided by guidance from the PSHE Association. As part of this training, teachers are aware that they must seek support, guidance or clarification from senior leaders if they are unsure about any aspects of the PSHE curriculum content. Training supports teachers in teaching PSHE in a fair, balanced and impartial way. In addition, they are supported with strategies to respond to pupils' questions and concerns and reminded about the safeguarding procedures for reporting concerns.

Much of the PSHE content is taught through teacher-led discussion and tasks that promote thinking and learning. Teachers will often make use of reliable resources, for example BBC learning content or Newsround features relating to key topics.

How is Relationships and Sex Education monitored and evaluated?

Monitoring:

PSHE at RAPS is firstly monitored through ensuring that all teachers understand what is to be taught in PSHE sessions and why. Ensuring teachers feel confident and competent to teach PSHE, through staff training and ongoing support opportunities, means that lessons will be taught effectively. To ensure that the programme is being taught as planned, SLT/PSHE leads engage in ongoing discussions and monitoring around the teaching and learning in PSHE sessions. As part of the monitoring cycle, PSHE policies are checked annually, with any amendments or updates being made.

Evaluation

The evaluation of RAPS' PSHE offer is through the exploration and assessment of pupil's work and outcomes. Through the evaluation process we ask the following questions of our PSHE programme:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

Responses to these questions are gathered through staff and pupil feedback sessions.

Assessment

Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Assessments are made by the class teacher through:

- Pupils responses to questions and content
- Pupils' work and outcomes
- Pupils own questions

Assessment for learning is built into the learning cycle and encourages the pupil to participate actively in the learning process.

Is PSHE assessed?

Pupils' learning PSHE is informally assessed and evaluated by the teaching staff following each lesson taught. These teacher assessments are made with consideration of a pupil's contributions during discussion, and questions they may ask or answer and through any recorded work completed in response to the lesson input. If it becomes apparent that a child needs further support for any aspects of PSHE, teachers act by providing the appropriate interventions and holding conversations with parents or the school SENCO or DSL if necessary. These evaluations are made with safeguarding in mind and in accordance with keeping children safe in education.

Senior leaders will monitor and evaluate the provision for PSHE through informal lesson observations, conversations with staff and pupils and observations about how well the intentions of PSHE are embedded within the school day.

How is pupils' knowledge and understanding of PSHE communicated to parents?

Parents will receive comments relating to PSHE on their child's school report (under the Personal Development section of the report). Throughout the academic year, for example during parents' evenings or informal discussions, teachers keep parents and carers up to date with key information about their child's learning.

Roles and responsibilities

The governing body will approve the PSHE policy, and hold the Head of School to account for its implementation.

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

The Personal Development Lead is responsible for the intention, implementation and evaluation of the provision.

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.



Monitoring of PSHE

The delivery of PSHE is monitored by Hanna Beech, Deputy Head of School, through observation and review of teaching and learning in PSHE, review of pupil outcomes in PSHE

This policy will be reviewed by Nick Budge, Head of School, biennially. At every review, the policy will be approved by the governing body.

Links to other policies and documentation

This policy links to the following policies and documentation:

- Relationships, RSE and Health Education Policy
- Personal Development at Ramsgate Arts Primary School
- RAPS Safeguarding Policy