****

**South Kirkby Academy PSHE Policy**

**Policy content and rationale**

This policy covers our school’s approach to PSHE and how it links in with our schools ethos of ‘Success for All’ and the four core values: Inspiration, Aspiration, Co-operation, Dedication. We have also consulted the Fingertips analysis for our area which highlights the social and ecomonic difficulties that our children may have. It was produced by the PSHE co-ordinator through consultation with staff, governors and pupils. Consultation took the form of…

A target group of pupils have been involved in the creation of this policy through asking them on their ideas of how PSHE should be taught and the subjects they wanted to learn. Pupils identified that they wanted to be given time to discuss the themes they were studying, they did not want topics to be rushed. They liked it when we had visitors coming into school to enhance their learning this made it fun. They also asked for the lessons to be interactive, fun and if possible take place outside. Pupils views will be collated again at the beginning of the year and through out it at certain intervals to see what children like about PSHE and how it can be adapted to meet their changing needs,

**Policy Availability**

Parents and carers will be informed about the policy through the website and a letter sent out to inform them at the beginning of the year to explain what we will be teaching their child in PSHE. The policy is available [to parents and carers] through the school website on the PSHE page which also has links to the content being taught in each year group and other key information. If you require this policy or any of the documents in printed form please contact the school office.

**Policy aims and objectives**

This policy fulfils our school ethos of ‘Success for All’ by ensuring that all our children can access the themes at their own level. We prepare our children to be ready for the wider world and be able to function in an ever changing connected world. PSHE helps our children to have a mixture of accademic and social awareness to support them in this.

Our PSHE education programme is underpinned by the school values of: Inspiration, Aspiration, Dedication and Co-operation. Children are given the opportunity to show all four values in exploring our themes and curriculum that we have crafted for our children. We ensure that we inspire the children in their learning to explore the world around them and to seek out new experiences. We hope that our children will aspire to be kind and grow to become adults who can help themselves to be independent. Our childen can show dedication in their learning of PSHE to access the themes that we teach them and use them in their every day lives. Our children co-operate on a daily basis and the class room discussions around PSHE give the children a perfect arena to co-operate with their peers and in turn others from all walks of life.

**Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by ensuring that staff are equipped to answer questions from the children. It is important that staff are made aware of any safeguarding or family issues around a child that could come up within a lesson. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by making sure there is an opportunity for them to speak to someone about any issues and the correct support or referrals made if needed. Children are encouraged to ask questions in a safe and secure envirmonment.

This policy is informed by the school’s safeguarding policy and staff are aware of and have regular training of child protection and how to support our vulnerable children and when to escalate a situation.

**Entitlement and equality of opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring that our curriculum is inclusive and that all children are included. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. We recognise the right for all children to access PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through differentiation of tasks where appropriate and extra support through the Learning Mentor or Pastoral Support Worker where necessary.

We expect our pupils to consider others’ needs by showing respect towards the others in their class and not belittling their beliefs or lack of knowledge on a subject.

**Intended Outcomes**

As a result of our PSHE programme of learning, pupils will have a wealth of knowledge through the following themes.

Families and Friendships

Safe relationships

Respecting ourselves and others

Belonging to a community

Media literacy and digital resilience

Money and work

Physical health and Mental wellbeing

Growing and changing

Keeping Safe

**Learning and Teaching**

**Principles and methodology**

We will determine pupils’ prior knowledge/starting points by using baseline assessment activities using key questions around a topic or theme to see what they already know about it. This could take the form of a spider diagram, sorting activity, quiz or hot seating. The programme will be taught through a range of teaching methods, including written work, drama, the use of video clips and visitors.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by making sure that we include the risk of a situation in a well-rounded way. There is no need to scare or shock a child or to make something seem appealing, there will be a balance so that children are informed and made risk aware.

We will help pupils make connections between their learning and ‘real life’ behaviours by ensuring that they have time to critically reflect on the learning that have had. They need to be able to see how this relates to them and others like them. The use of children voice is very important.

**Planning**

At South Kirkby Academy we follow the topics as set out by the PSHE association and their Thematic Model Programme Builder document. During Key Stage 2 pupils will develop the concepts of Relationships, Living in the Wider World and Health and Wellbeing through the following topics:

Families and Friendships

Safe relationships

Respecting ourselves and others

Belonging to a community

Media literacy and digital resilience

Money and work

Physical health and mental wellbeing

Growing and changing

Keeping Safe

These topics are revisited each year and build upon previous knowledge. The children will have chance to look at each topic in an age appropriate way and give them skills to move forward in to KS3 and adult hood. All our topics are broken down for each year group and this is available on our PSHE page on the school website.

Staff are given support through the PSHE association with resources that they have quality marked to show that they are reliable resources. School also use the 1decision programme to support some of our themes. This is again quality marked by the PSHE association and links with their Thematic Model Programme Builder document.

**Timetabling**

We allocate a minimum of 45 minutes a week of curriculum time to PSHE education. Our PSHE education provision is mapped and planned effectively through the guidance from the PSHE association. The topics are thematic and each year group study the same theme at the same time which helps to show progression through the year. Our provision is further enriched by weekly assemblies which ties in with the school theme. We also have: community events to help promote good relationships and community links; external visitors and assemblies to compliment the themes in school and special events to help support cementing children’s learning into semantic memory; a Learning Mentor and Pastoral Support Worker to support with any issues raised in class; a Safer Schools Officer who promotes safe and legal behaviour to the children.

**Assessment**

We will assess pupils’ learning and progression through the use of baseline assessments at the beginning of a topic and then revisiting this assessment once learning has been completed to show what progress they have then made. This is then personal to each child and their circumstances. Children will not be formally assessed in PSHE in line with PSHE association guidance.

**Teaching Responsibility and Staff Training**

The programme will be led by our PSHE Co-ordinatior who will monitor the delivery through learning walks, lesson observations, book looks and pupil chats. It will be taught by the children’s class teacher. Teachers responsible for teaching PSHE will receive training through the PSHE co-ordinator and also have access to the PSHE association website and 1decision to support the planning and delivery of our themes. Extra support will be given if identified or requested.

We will use external contributors such as school nurse, google legends and Natwest money programme. When using external speakers to deliver aspects of our PSHE programme we will ensure that they are DBS checked and that school are aware of what learning outcome and information they will be delivering to the children. Many of our external speakers will come recommended through the PSHE association where possible.

**Confidentiality and Handling Disclosures**

We will set the following ground rules at the start of every lesson which is:

• We will listen to others and respect what people say

• We will not ask personal questions or put people ‘on the spot’

• We will not make assumptions about other people, their experiences or feelings

• We have the right to ‘pass’ if we do not wish to comment

• We will keep the conversation in the room (unless our teacher is concerned for our safety or wellbeing, when they may need to tell someone else to help us)

• We know we can ask for further information, help or advice during or after the lesson

At the end of each lesson children will be signposted to extra support such as childline or a specific support network connected to the issues raised as well as reminding them who they can speak to in and out of school.

We will ensure confidentiality by talking to the children about how what we talk about in class and someone’s own experience is their own and although they have shared it with you it is not your right to then share this with others.

If a pupil makes a disclosure we will ensure that we follow the TED questioning and move them away from the rest of the class to discuss this and make any referrals where appropriate. Support may be needed for the child and this will be provided by an appropriate member of staff.

**Responding to Children’s Questions**

Pupils’ questions will be answered in a sensitive light. If it is personal to them this may be tackled individually. Staff have had advice given from the PSHE association on how to handle questions from children, it may be that they ‘park’ a question to discuss with a child at a different time or that the question is not something that they learn about at their age. Children may be encouraged to speak to a parent or carer about a question as they will know if their child is ready for the answer.

We will allow pupils to raise anonymous questions using the worry box that we have in school and is monitored regularly by the Learning Mentor in school. If a safeguarding issue is raised by an anonymous question we will endeavour to locate the child who made the referral in a sensitive way and encourage who has wrote this to come forward and speak to a member of staff or contact Childline.

**Links to other policies and areas of the curriculum**

This policy supports the following policies:

Safeguarding policy

Behaviour Policy

Code of Conduct policy

Relationships Sex Education Policy

Curriculum policy

Internet Safety Policy

Learning in PSHE classes will complement learning in other areas of the curriculum such as Literacy, RE, Maths, Science, Geography, Global Learning and History.

**Involving Parents and Carers**

We are committed to working with parents and carers. We will offer support by ensuring that parents are aware of the themes that we are teaching their child each year and the content of the lessons. This will be available on the school website or available through the school office. PSHE will be included in the children’s topic talks that are sent out half termly and also on optional homework inviting parents to have discussions with their children at home.

We will communicate to parents about their right to withdraw their children from the Sex Education part of PSHE curriculum by displaying the DfE guidance information on the website and making this available to parents through the school office. If a parent wishes to withdraw their child we will ensure that they are removed for the class only when PSHE is concentrating on Sex Education and given different work to complete at this time.

**Review date**

This policy will be reviewed by the PSHE co-ordinator yearly. This will ensure that it follows any current guidance from the DfE and the PSHE association.