

Wheatley Lane Methodist Primary School PSHE Policy



Date	May 2025
Review	May 2028
Chair of Governors	Mr Andrew Stickland
Head teacher	Mrs Sara Butterfield
PSHE Subject Leader	Mrs Helen Hargreaves

Mission Statement

We provide quality first teaching in a loving Christian environment where everyone is respected and valued as a unique child of God.

Safeguarding Statement

Wheatley Lane Methodist Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Vision

With God's help, we do all we can to be the best we can be.

VALUES THAT UNDERPIN THIS POLICY

Whole school Values/virtues

Our Mission is to provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our school with everything they need to reach their full potential and provide an education that gives them the best opportunity to succeed in life.

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

Our commitment as a Methodist school is that we treat all as unique and valued individuals, created in the image of God who loves each of us for who we are.

This policy covers our school's approach to Personal, Social, Health and Economic Education. The statutory guidance on Relationships, Sex and Health Education (RSHE) are included in a separate policy.

INTENT

Our school's overarching intentions for our pupils are:

- For all to have an accurate and relevant knowledge: learning within three clear core learning areas. Relationships, Physical and Mental Well-being and Living in the wider world.
- For all to have opportunities to create personal understanding, make sense of their experiences, value themselves, respect each other, appreciate differences and feel confident and informed as a British citizen
- For all to have opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- For all to develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.
- For all to be prepared for the challenges, opportunities and responsibilities of adult life.
- For all to know the stages of growth and change, to know the physical and emotional changes they will experience and to know what puberty means for them in the present and the future through a comprehensive and age appropriate curriculum. (RSHE curriculum)

IMPLEMENTATION

- The school has a bespoke scheme of work written using knowledge of our children and the accredited* resource materials of the PSHE association.

*Accredited by Ofsted.

- Lesson have clear learning intentions: taught by someone who is trained and comfortable in their role.
- The curriculum has been designed as a spiral curriculum so that it is age appropriate: starting early and take a developmental approach; relevant to pupils' depending on their age and maturity;
- The curriculum is inherently linked to safe guarding, the school values, British values, rights and responsibilities and growth mind sets.
- The curriculum is inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity.
- Lessons involve class discussions, circle time, group and individual activities recorded in individual journals that stay with the children throughout the duration of their time in school and also using class journals.
- Class agreements are negotiated at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and children.
- Some of the PSHE curriculum dove tails into other subject areas so it is at the teacher's discretion whether the learning intention is taught discretely or cross curricular.
- We seek to ensure members of our staff are role models for positive and caring interpersonal relationships.

ENSURING THE CURRICULUM IS RELEVANT TO OUR PUPILS

While promoting the school virtues, we will ensure that pupils are offered a balanced programme. We use local data and school information related to the PSHE/RSHE curriculum, such as CPOMS and attendance, height and weight data) to inform planning and to address the identified needs of the whole school community. For example, Health needs assessment, Health LSIP – which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life choices.

SEND, INCLUSION, EQUALITY AND DIVERSITY.

We recognise the rights for all pupils to have access to PSHE/RSHE education learning which meets their needs.

We will ensure that all pupils with SEND receive access to PSHE/RSHE through teaching which will take into account the ability, age, development and cultural backgrounds to ensure that all can fully access PSHE/RSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others.

We will use PSHE/RSHE as a vehicle to address diversity issues and to ensure equality for all.

ENSURING THE EQUALITIES OBLIGATIONS ARE FULFILLED.

We have referred to the Equality act 2010 advice to schools in order to address and respect the needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude. The bespoke scheme of work that we use has been written using the equality act obligations.

DFE STATUTORY RELATIONSHIPS, SEX AND HEALTH EDUCATION

We have integrated our Health and relationships education into a holistic, age appropriate PSHE/RSHE scheme of work, based on these important findings:

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

There is a separate RSHE policy and a separate progression document shows how RSHE is taught in each year group and is age appropriate. We follow the Epworth School trust policy and progression document.

TIMETABLING AND TEACHING

We expect teaching and learning to take place each half term but it is up to teachers discretion as to whether or not they block learning, teach it cross curricular or as discrete lessons.

The programme is led by Helen Hargreaves the PSHE Subject lead.

It will be taught by all teacher members of staff.

It will be supported by all HLTA and TA staff.

The school will support members of staff delivering PSHE/RSHE to access appropriate CPD by having a regular PSHE monitoring and feedback, which identifies strengths and areas for development.

THE USE OF VISITORS

We will use external contributors for leading workshops, information talks, whole school initiatives, charitable events, sporting activities and after school clubs.

We will ensure external contributors' input is part of a planned programme which enhances the children's learning.

IMPACT OF THE PSHE/HSRE CURRICULUM

- Pupils will be safe and understand how to keep themselves safe.
- Pupils will have daily opportunities to reflect upon their emotional health and well being and there are support structures in place for those children that need additional support.
- Pupils spiritual, moral, cultural, mental and physical development is part of their every day experiences and learning.
- Pupils are prepared for the opportunities, responsibilities, changes and experiences of later life.
- Pupils will have a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Pupils will demonstrate and apply the British values of democracy, tolerance, mutual respect, rule of law and liberty.
- Pupils will demonstrate a healthy outlook towards life with an understanding of their place in the world and their responsibility in it as future citizens.

ASSESSMENT

Each unit of work has a baseline assessment at the start of the unit, using resource materials from the PSHE association.

Each unit of work has an end of unit assessment and a teacher judgement is made as to who is working at the expected standard, working towards or exceeding the expected standard.

The assessment document has essential learning amendment for the expectations of SEND pupils.

PUPIL INVOLVEMENT AND CONSULTATION

Pupils have been involved in the creation of the bespoke scheme of work and policy through looking at pupil needs and listening to pupil voice through pupil interviews.

Pupils' views of what is currently being taught will help to inform the curriculum.

Pupils will have opportunities to review and reflect on their learning through lesson evaluations and pupil interviews on units of work.

HOW WE WILL ANSWER PUPILS' QUESTIONS.

We will enable pupils to raise questions in lessons and the questions will be answered in an open forum.

If pupils want to ask questions anonymously then classrooms in the upper juniors have an 'ask it basket' or similar method to allow discretion.

Teachers' discretion will decide whether or not it is appropriate to answer the question themselves or refer it to be answered by someone at home.

MONITORING, REPORTING AND EVALUATION

The PSHE curriculum will be monitored by Helen Hargreaves – the PSHE/RSHE subject lead.

Annual action plans will identify the monitoring focus for each term and the time of the monitoring cycle.

Pupil voice will have a part of the monitoring and evaluation process (through pupil interviews, use of school council discussions, pupil learning walks with Helen Hargreaves).

Feedback will be given to individual teachers and reported on annually for SLT and Governors.

HOW WE INVOLVE PARENTS AND CARERS

We are committed to working with parents and carers. We will communicate with parents and carers through weekly newsletters. Information letters, policy and curriculum information on the school website.

We will encourage discussion of topics at home through PSHE/RSHE homework set as and when appropriate.

OTHER ASPECTS OF SCHOOL LIFE THAT CONTRIBUTE TO THE PSHE/RSHE CURRICULUM

We have recorded how the life of the school enriches the PSHE/RSHE curriculum in our INFINITE 8 FLOOR BOOKS. These are working documents that teachers add to each term and these are monitored by the Wellbeing Ambassadors and Mrs Hargreaves each term.

RESPONSIBILITY FOR THE IMPLEMENTATION OF THIS POLICY

PSHE/RSHE Subject lead– Helen Hargreaves

Head teacher – Sara Butterfield

Chair of governors – Andrew Stickland

SEND subject lead – Lyndsey Jennings

Pastoral support – Rev. Adrian Perry and Stella Brassington

Professional development – Helen Hargreaves/Sara Butterfield