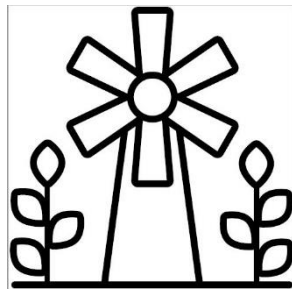


Sibsey Free Primary School



PSHE Policy

Approved by: Governing Body

Date: March 2022

Last reviewed on:

Next review due by: March 2025



1. Sibsey Mission

Our Mission

Our mission is for our children to leave us with strong, happy memories and a range of experiences that they will treasure throughout their lives. To help prepare our children for their next stage of learning, we aim to equip them with the skills they need to be resilient, confident, independent, tolerant, emotionally aware and highly literate individuals. We strongly value the importance of outdoor learning to support this journey. We encourage and embrace opportunities for our children to experience the unique opportunities of living and working in a rural community, whilst also preparing them for the contrasts of life in the wider community and beyond.

Our Sibsey Values and school motto underpin the PSHE curriculum and policy. By focusing on the motto “Today is the best preparation for tomorrow,” we aim to follow the values today in order to give us the best chance of success in the future.



Personal, Social and Health Education Policy

We see Personal, Social and Health Education as being a hugely important aspect of teaching and learning in the classroom. It has a positive influence on the ethos, processes and relationships in the school and therefore it is important for us to ensure that the children have opportunities to undertake work in this area.

Background

“The education system is charged with preparing young people to take their place in a wide range of roles in adult life. It also has a duty to educate the individuals to be able to think and act for themselves, with an acceptable set of personal qualities and values which also meet the wider social demands of adult life. In short, the personal and social development of pupils is a major aim of education; personal and social education is the means by which this aim is achieved.”

Personal and Social development involves aspects of teaching and learning which should permeate the entire curriculum.

Aims of the school

The aims of our school reflect the importance we associate with Personal, Social and Health Education. The school aims to create a caring, friendly environment where all children are valued and respected for their own particular talents. The school aims to promote a broad and balanced curriculum and high standards are set in both work and play. We also feel that it is important that children are aware of their responsibilities towards school, the community they live in and the wider world.

Aims for Personal, Social and Health Education

Our aims for the above at this school include the following:-

- Encourage individual responsibility, awareness and informed decision making
- Encourage co-operation, communication and consideration between pupils
- Develop skills to maintain the pupils' own personal safety
- Help children to recognise the benefits of exercise
- Consider links between health and diet
- Promote personal cleanliness
- Raise awareness of environmental health issues
- Help children to understand that they are in charge and responsible for their own bodies. This aspect provides knowledge about the process of reproduction and the nature of sexuality and relationships (see RSE policy)
- Consider the effects of alcohol, drugs and tobacco
- Support our pupils through transition to secondary school



Teaching Methods

Much of the content of our Personal, Social and Health Education programme is covered as they are encompassed in the general ethos of school life. Some areas will be taught by teaching and support staff, some by visiting speakers (e.g. parents, experts, etc). Some Personal, Social and Health Education will be included in Collective Worship or assemblies. Additionally, PSHE is covered in our Talk Together Time programme, which has been created at Sibsey, incorporating groups of children from all across the school. A lot of work will involve the children in role-play or discussions both in groups or individually. We feel that the atmosphere and spirit of the school can be greatly influenced by the way in which we display appropriate attitudes and values in school.

We also feel that our involvement in the steering group for MHST support and proactivity in groups such as Lincolnshire Stay Safe programme means we are at the forefront of projects and educational opportunities.

Circle time or group discussion provides us with an effective method of organising Personal, Social and Health Education activities as it has the following advantages:

- It provides opportunities for children to care for and support each other
- It allows everyone to take part and draws out more shy children
- It promotes tolerance and understanding

Drama and role-play situations provide us with another useful approach. Children can meet problems and begin to consider methods of dealing with difficult situations. Drama allows opportunities for all children to respond and develop self-confidence and self-esteem.

Class rules

All children are aware of the rules that exist in school to ensure the safety of the members of the school community and to allow all children to enjoy and gain maximum benefit from their time at school.



As these are displayed in the classroom and around school, the children have taken shared responsibilities, and the idea of ownership of these rules is an important concept.



PSHE Curriculum

Our PSHE curriculum uses the PSHE scheme 1 Decision as a basis for its work. Our Programme of Study has been mapped out to fit our school's cohorts with the CEO of the company. It identifies the key concepts, skills and attributes that are developed through PSHE education. It supports our school to fulfil our statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. All teachers have their own Medium Term Plans from which determine their contextual delivery; based on the needs of their children in collaboration with colleagues. This curriculum map below also shows how we have linked in the school's events to the framework of 1 Decision, for example when we have external provision of First Aid Teaching, or Bikeability.

PSHE Curriculum Map – Sibsey Primary School

	Autumn Term	Spring Term	Summer Term
The Pines YR	Routines and systems - settling in Understanding and naming emotions Turn taking Independence	Resolutions, compromise Healthy eating, teeth hygiene Speaking and listening, asking and answering questions Making safe and sensible choices	Working in groups Regulating feelings Developing confidence and independence Co-operation
The Poplars Y1/2	CS – online bullying, image sharing HW – Is it safe to eat/drink/play with? REL – Bullying, friendship, body language	BR – water spillage, practice makes perfect KSH – healthy eating, brushing teeth, washing hands KSS – road safety, tying shoelaces	OW – growing in our world, living in our world FS – Hoax calling, petty arson FAE – jealousy, anger, worry
The Redwoods Y2/3	CS - making friends online, image sharing EXT , computer safety documentary REL - touch, bullying EXT , start unit of appropriate touch (8-11 module) AWWJ –Breaking down barriers (8-11 module)	BR – helping someone in need, practice makes perfect EXT KSH - medicine KSS - leaning out of windows, staying safe	OW – working in our world, looking after our world FS – texting whilst driving, fire station FAE – jealousy EXT , anger EXT , worry EXT , grief
The Maples Y3/4	CS – online bullying, making friends online FAE – jealousy BR – coming home on time	FS – Fire Station EXT FA – JB Sports module AWWJ – Breaking down barriers, EXT , acceptance	TWW – chores at home REL/GAC – appropriate touch (build on Redwoods), bullying (own module) KSH – Healthy Living KSS - water safety (during swimming)
The Oaks Y4/5	BR – looking out for others KSS - Bikeability (cycle safety from Y3/4) CS – image sharing	REL/GAC - Puberty, bullying FA – JB Sports module FAE – anger and worry KSS – water safety (during swimming)	KSH – Healthy Living EXT AWWJ – British Values, Inclusion KSH – Smoking and alcohol
The Cedars Y5/6	FA – First Aid course JL/JB Sports BR – looking out for others EXT , stealing, work from DARE project KSS – Bikeability (cycle safety from Y3/4), water safety (during swimming) Peer pressure, online friends	GAC – Puberty, conception FAE – anger, worry EXT CS – making friends online, our online presence (our own module)	TWW - enterprise AWWJ – British Values EXT KSH – Smoking and alcohol EXT

Links with Relationships and Sex Education Policy

All teachers have the specific areas in connection to RSE highlighted within their Programme of Study alongside the agreed use of language within the delivery as ascertained through the Communication Group, meeting with parents of the school and staff. Parents have also had the involvement with creating this policy through discussions, curriculum events and feedback.

Links with Drugs Education

Much of the work for Personal, Social and Health Education takes place within other curriculum areas and in the day interaction between children, children and adults and the way in which the adults in school



interact with each other. Collective Worship and assembly time also provide opportunities for many of these aspects to be addressed.

Other Links

The school actively encourages opportunities for the children to visit other locations on educational outings, residential visits and is also visited by other organisations e.g. theatre groups, sporting, performance groups.

Teachers and Teaching Assistants work with the children on a variety of activities to develop children's skills and attitudes within P.S.H.E. these include talk together time, circle time, role play, games, discussions, debates, stories, collection and recording of data, diary keeping and visiting speakers.

Parental Involvement

We feel that it is important for what is taught in the classroom to be supported and reinforced by the ethos of the school as well as by families and the wider community.

We are very fortunate to have an active Parent Voice group which meets six times per year, to discuss agenda items and involve parents in the future of the school.

Additionally, the school encourages the involvement of parents in the school community and is aware of the positive aspects that parents can provide in their children's education. Parents are regularly invited into the school to see their children at work and on special occasions. The staff of the school are readily available to parents and other adult helpers who see and hear how many issues are dealt with in a caring and sensitive way.

Pupil Voice Committee

The Pupil Committee is appointed by elections which take place once a year. Each class has representatives voted for by their peers in their classrooms.

Adults who are governors, parents and members of staff also serve on the Committee and offer advice and guidance to the Committee. The Committee helps to inform and make decisions about policies and priorities around school as well as passing on concerns from the children to the Committee. They have also produced guidance on such issues as bullying and a school code.

The children are also consulted regarding other events and priorities around school. The Pupil Voice Committee have responsibility for organising the developments around the school environment with the support of adults associated with the school. This includes the field itself, the playgrounds, the gardens and the interior of the school.

The Governors of the school are regularly involved in visits into school and provide feedback on how aspects such as Personal, Social and Health Education are being addressed. Children with their parents/carers are consulted at the annual staff/governors strategic planning meeting and take part in regular questionnaires on school development and priorities.



Healthy Schools

Our school is held the historic 'Healthy School' status and has maintained the importance of this framework, such as the high percentage of participation in sporting events, after school clubs, Change4Life festivals, improving food and lunch, etc. PSHE forms an integral part of the whole school approach.

