

Brough Primary School



Personal, Social, Health Education Policy

Policy Date	February 2024
Policy Review Date	February 2026
Lead Person for Policy	Mrs V Campbell

To be read in conjunction with the Behaviour, Emotional Health and Wellbeing and SMSC policies.

Introduction and Aims

Brough Primary School aims to provide a stimulating, caring and safe environment in which our children desire to learn independently and with others, through an exciting, educational programme that challenges and develops the whole child.

Personal, social and health education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education are 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; be tolerant.
- Be independent and responsible members of the school community.
- 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 wider community. · Understand democracy and the need for rules and laws.
- Promote fundamental British values.

Our School Ethos

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole school approach. This will cover six themes representing a developmental journey.

These six core themes will be: friendship, respect, perseverance, diversity, challenge and resilience. When pupils start school, our priority is that they settle in and establish positive relationships so **friendship** is our first core theme of the school year. As our pupils settle in and work through the year we will tackle more complex themes giving them essential skills for life.

Success Criteria

A visitor to Brough Primary School could expect to see:

- All staff prioritise the needs of the children.
- All children are treated equally and respectfully to ensure a fully inclusive school experience. · Every member of the school demonstrates fundamental British values.

- Every child will feel safe, secure and valued for their contribution to the school.
- Pupil voice will demonstrate an awareness of core school values.

How we will achieve this

- We will have six core themes as outlined above - across the whole school with each half term being dedicated to one of these.
- These will be delivered through whole school assemblies, key stage assemblies, circle times, special events, visitors to the school and through the wider curriculum.
- We will measure the impact of these core themes through talking to and **listening** to the children (pupil voice).

Promoting British Values

The Department for Education states that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”. The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Brough Primary School these values are reinforced regularly through assemblies, class circle times and school council meetings. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be seen in our online safety lessons. Mutual respect is one of the core values of our school. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. For this reason, we have also made **diversity** one of our core themes to be celebrated throughout the school.

Teaching and Learning

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. All staff recognise opportunities that can serve to develop and promote PSHE in their classrooms and in other contexts. Teachers ensure a high level of **challenge** so that pupils are stimulated and excited to learn. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

An Inclusive Approach

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The program should be broad and balanced and provide for pupils' different learning styles. All pupils, despite their level of ability, will be encouraged to develop **perseverance** when faced with tasks that they find difficult or challenging.

Additional Pastoral Care Arrangements

At Brough Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where diversity of all kinds, including ability, is accepted. The school has an agreed behaviour policy which is adhered to consistently throughout the school and modelled by all staff. Any children struggling to follow this policy are identified by the staff working with them and referred to the SENDO/Behaviour Leader/ELSA as needed for support.

Emotional Literacy Support (ELSA)

Some children may require additional support with their emotional and social development. For this reason, the school employs a designated ELSA who runs a variety of small groups aimed at developing social skills, life skills and emotional resilience. The ELSA is also available to work with children on a 1:1 basis. This may be for regular or occasional support with school or home issues.

Monitoring and Evaluation

Teachers assess the pupils' responses to the tasks set in planned activities as well as their response in other lessons and across the school day. All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.

In addition please see:

- SRE policy
- Drugs Policy

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