

Personal, Social, Health and Economic Policy (PSHE)



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Belong, Believe, Become.

Mandale Mill Primary School

Personal, Social, Health and Economic (PSHE) Policy

This policy should be read in conjunction with the Teaching and Learning Policy, the Curriculum Policy and the PSHE Long Term Plan.

PSHE Intent Statement

At Mandale Mill, the PSHE curriculum is designed to ensure a relevant and enriching experience which encourages our children to celebrate their individuality. Within PSHE we recognise the elements of: academic success, problem-solving, life skills, healthy lifestyles, safety, eco-awareness, wellbeing and mental health as key. We encourage all our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help pupils develop their sense of self-worth and aim to teach, through excellent teaching, how society is organised and governed. By working with our families, we celebrate diversity and utilise the skills, knowledge and values of the community to create an environment in which everyone is valued and all successes are celebrated. Pupils additionally learn to appreciate what it means to be a positive member of a diverse multicultural society and become well prepared for life in modern Britain.

Aims

Mandale Mill believes that PSHE is a developmental subject and provides children with a foundation for all subjects. PSHE promotes the spiritual, moral, cultural, mental and physical development of pupils at the school, readying them for life in a wider society. It is also the belief of the school that PSHE prepares pupils for opportunities, responsibilities and experiences which come with adult life. PSHE has a range of threads through which it is taught, detailed further in the Skills and Knowledge Grid 2019 (appendix one). The Knowledge and Skills Grid shows the progression of each area and the endpoint expectations from Early Years to Year Six. These threads are: Confidence & Responsibility; Views & Opinions; Health & Hygiene; Relationships & Respect and Personal Safety. As a response to the context of the school, a range of further units have been designed to create awareness of and tackle incidents linked to Sex and Relationships Education (SRE) and living in the wider world. The school aims to deliver this through Unicef's Rights Respecting Schools award, putting the 'United Nation's Convention on the Rights of the Child' at the heart of everything we do. The PSHE curriculum is sequenced from Year One to Year Six, directly leading from the Early Years Foundation Stage (EYFS) and a pupils experience within the nursery/school setting.

Implementation

Curriculum Planning and Organisation

At Mandale Mill a Long Term Plan (LTP) for PSHE has been put into place, following the updated statutory guidance in February 2020 from the Department for Education. The LTP is a cohesive document which builds on prior knowledge of the child, ensuring by completion of the primary school journey they can know more, remember more and do more with regard to PSHE curriculum threads. The LTP also allows for cross-curricular work in relation to the whole child, ensuring children are 'wider-world ready'. Teaching staff are responsible for the appropriate implementation of PSHE at Medium Term and Short Term planning levels, under the guidance and support of the PSHE lead. Each term has a curriculum theme, which is cohesive from Year One – Year Six, ensuring continuity of provision. These are: Autumn Term – Living in the Wider World; Spring Term – Relationships; Summer Term – Health and Wellbeing.

Teaching and Learning Style

The PSHE programme reflects the school ethos, demonstrating and encouraging the values of:

- respect for self;
- respect the rights of others;
- responsibility for their own actions;
- responsibility for their family, friends, school and wider community.

At all times PSHE is designed to provide information which is relevant and appropriate to the age and maturity of the children. It is also intrinsic that PSHE develops social skills, including communication, and encourages the exploration and values of an individual's attitude. Part of the PSHE curriculum is Relationships and Sex Education, which is taught to children of appropriate age, development and maturity level using a range of resources – all of which are accredited by the PSHE Association in line with government guidelines. Parents have the chance to discuss and opt-out of some of these elements of the PSHE curriculum, which is further detailed in the 'Specific Issues' section of this policy.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly. Mandale Mill believes that individual teachers must use their skill and discretion in these situations and refer to the Subject Leader (Katie Blenkiron) or Head Teacher (Vicky Green) if they are concerned. Strategies such as an 'Ask it basket' can also be incorporated into teaching. Referring back to adults at home may also be used. At all times school staff can expect to be fully supported by the PSHE Lead or other appropriate members of the Senior Leadership Team (SLT).

Assessment and Inclusion

As PSHE is a subject with statutory guidance, but a flexibility in objectives taught, there are limited resources with which to assess against and PSHE is not assessed with end of term assessments or through Insight, the schools preferred method of assessing other subjects. However, it is expected that each child (with allowances for those with SEND needs) is assessed at the outcomes for their individual learning point. Each lesson a sample of the work produced is to be recorded by the class teacher in the cohort Floorbook. These books move through school with the children, providing a cohesive journey of their learning from Nursery to Year Six. It is the expectation of teaching staff that a range of work from a range of learners is provided within the Floorbook, to ensure for inclusion of those who are identified as disadvantaged, SEND, EAL, more able or lower prior attainers. It is the expectation that all children be assessed in an appropriate format, specific to their individual need.

Specific Issues

Mandale Mill Primary School is committed to working with parents. Since the legislation change following the Children and Social Work Act 2017, parents are no longer permitted to remove their child from any aspect of Relationships Education in primary schools. Parents will be able to withdraw their child from primary school classes which address Sex Education - i.e. those that do not sit within the Relationships Education curriculum. Maintained primary schools are required to teach National Curriculum Science, which includes some elements of Sex Education. Parents do not have a right to withdraw from this. This guidance was updated on the gov.uk website in June 2019 and became statutory in September 2020, following a July 2020 update. This guidance was further updated in September 2021 and the curriculum has been amended where required to reflect these updates. Parents wanting to exercise their right with withdraw are invited to speak to the Subject Leader on an annual basis. He/she will discuss the concerns with parents and look at the possibility of adjusting the programme or approach but will also discuss the impact that withdrawal from the programme might have on the child. The range of material used to teach Sex and Relationships Education can be available on request to the Head Teacher or PSHE lead (Katie Blenkiron). Material used will also be available for parents to see at Parent Consultation. Details of any/all conversations will be recorded on CPOMs and made available to all of the year group teaching team for the duration of the academic year. SRE Permissions are checked yearly for Year Five and Six pupils are details of this are recorded on Arbor.

Resources

For some of the PSHE topic areas, an FPA resource is in place to aid with planning, teaching and appropriate delivery of a range of themes such as 'life cycles', 'relationships' and 'my body'. The resource follows two characters, Yasmine and Tom, as they meet and tackle age related issues. Children will engage in a range of activities through their journey with Yasmine and Tom as they progress and grow with the pupils, from the ages of five to eleven. Other areas of the PSHE curriculum will be taught using a range of resources and teaching practises, detailed below, under guidance from PSHE lead and, where required, taking support from the PSHE Association. PSHE should always be taught with PSHE Association approved resources, or through the use of teacher-generated resources. PSHE is always delivered in a

whole-class setting. The following shows where PSHE links across the whole class setting, within curriculum and the school day.

- Cross curricular;
- Science;
- Pastoral time (circle time, carpet time);
- Rights Respecting linked themes and ideas;
- Assembly themes;
- Story;
- Planned Visits from those with appropriate skills set and knowledge;
- Interactive and creative methods;
- Steering Group.

Specialist resources will be stored on SharePoint and the Yasmine and Tom resources are accessible to all staff through a web login.

Impact and Evaluation

Outcomes

As detailed above, PSHE is assessed against a range of end of year outcomes, detailed on the Knowledge and Skills Grid (appendix one). This policy sets out to ensure children have access to the appropriate areas of the PSHE curriculum, as designed by Mandale Mill under guidance from the Department for Education. This includes lessons around: drug education, financial education, RELATIONSHIPS and the importance of physical activity and diet within a healthy lifestyle. It is a whole-school expectation, therefore, that children leave Mandale Mill prepared for life in the wider community and are aware of the challenges in which they may face. Through a programme of monitoring, which may include lesson visits, book looks, pupil voice and staff voice, the subject leader and other relevant leaders can create a picture of the PSHE teaching and learning at Mandale Mill and triangulate the outcomes which are being presented from teacher assessment.

Roles and Responsibilities

Subject Leader

The current PSHE subject leader is Katie Blenkiron. The role and responsibilities for the subject leader are as follows:

- Showing a passion for the subject;
- Instil confidence and enthusiasm within others towards PSHE;
- Adapt the curriculum to meet the changing needs and priorities of our pupils, community and society;
- Ensure excellent subject knowledge;
- Adapt the curriculum, where required, to ensure inclusion;
- Ensure a deep understanding of PSHE and its relevant pedagogy to ensure safe delivery of all areas of the PSHE curriculum, including those with sensitive information;
- Formulating, reviewing and updating policy document and guidelines;
- Overseeing delivery of PSHE curriculum;
- Meeting with parents to discuss coverage and cultural preferences;
- Producing an action plan;
- Monitoring standards of teaching and learning in accordance with the monitoring schedule;
- Keeping up to date with the latest developments and informing staff;
- Acting as a consultant to other members of staff;
- Liaising with outside agencies;
- Organising and maintaining resources;
- Liaising with Governors and other stakeholders.

Governing Body

The Governing Body works in close partnership with the Headteacher, staff and Local Authority. It is the Governing Body's responsibility to ensure the high standard of education within PSHE and the wider curriculum. They are also responsible for overseeing monitoring, approving the PSHE policy and ensuring the curriculum which Mandale Mill has adapted is broadly balanced and responsive to the needs of the pupils. They are also responsible for ensuring the PSHE curriculum is written in such a way as provides for all pupils, including those who are disadvantaged, SEND, EAL, SEMH learners, more able or lower prior attainers.

Teachers

The role of the teacher within PSHE is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, offer feedback and collaborate with other staff. It is considered that for the most part the class teaching assistant and class teacher are best equipped to deliver the programme. However, he/she will be supported by other staff and by the use of visitors as/when appropriate. Teachers will ensure that pupils are presented with the contexts and experiences involving gender and a variety of ethnic backgrounds. Materials should be presented in a context suitable to the pupil's age. FPA resource Yasmine and Tom have this as an intrinsic part of their delivery and visual resourcing. Children's work will be recorded by the Class Teacher and accumulated into the Floorbook under a long date and 'I can...' lesson objective. Notes of conversation and relevant Rights Respecting articles should also be included. Class teachers will always plan appropriate work, keeping short assessment records of each child's progress.

Dissemination of the Policy

All staff members and governors will receive a copy of the policy as agreed by Governing Body.



Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law.

Article 14 – Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from accessing their rights.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.