

CHESNUT LODGE SCHOOL PSHE EDUCATION POLICY

We are committed to being a UNICEF Rights Respecting School and a Nurture School. No other policy reflects these rights more than our PSHE policy.

This policy has links with Articles 12, 13, 22, 28 and 29 of the United Nations Convention on the Rights of the Child:

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

Article 22: If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Article 30 (children from minority

Nurture School principles: The 6 Nurture Principles are embedded within our school ethos and are reflected within our PSHE curriculum.

Curriculum Guidance:

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

The DFE guidance on PSHE education states that:

'PSHE is an important and necessary part of all pupils' education.'

It goes on to state that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Despite its remaining non-statutory **'every state-funded school must offer a curriculum which is balanced and broadly based and which:**

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) PSHE plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

CLS

Ofsted considers the extent to which school provides its pupils with a *‘broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development’* there is a clear correlation therefore between good PSHE education and SMSC.

Aims of PSHE Education:

The overarching aim for PSHE education is to provide our pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

What happens at our school?

At Chesnut Lodge PSHE is a priority area for our students. We aim to offer a stimulating and enriching PSHE curriculum which is integral to our whole curriculum and designed to match the full range of pupils’ needs, interests and aspirations. It links with other areas of the curriculum notably science, citizenship, physical education, computing, RE and P4C.

We have always recognised the importance of PSHE education and place great importance on the development of our pupil’s personal, social and health needs. Our programmes of learning reflect those of the PSHE association and combine with areas identified as important for our pupil’s needs. Our existing curriculum with a well-planned programme of study has been recently revised to take into consideration the changes in National curriculum and the recent guidance from the PSHE Association, DfE and Ofsted.

RSE is a well-planned area within the PSHE framework and we are committed to teaching this within school.

We recognise that PSHE education is most effective when it is not taught in isolation and is part of our school culture. As an ‘Enhanced Healthy School’ we have links with a number of agencies who support our programme. We also promote health through designated whole school Health days, assemblies, ‘Let’s get Cooking,’ learning outside the classroom, specific health programmes and after school clubs and through the work of our Chesnut Lodge Healthy Stars. This group of students have initiated a number of health related projects and have presented their work at annual Healthy School’s conferences. They have been commended for their work by the Halton Health Improvement Team.

In order to fulfil the duties relating to SMSC; behaviour and safety and to provide a broad and balanced curriculum which meets the very diverse needs of our pupils, we have a comprehensive PSHE programme which builds upon Early Years Foundation Stage Learning and permeates throughout the school up to and including Key Stage 4. In doing this we endeavour to better prepare our young people for adult life and equip them with the skills, attitudes and understanding to become responsible citizens. Our aim therefore is to ensure highly effective continuity and progression in learning across all key stages.

PSHE education should respect and take into account pupil’s prior learning and experiences. As a result we teach PSHE education through a spiral programme, giving opportunities to revisit themes, whilst increasing the challenge, broadening the experience and ultimately developing and deepening pupils’ thinking.

The benefits of this approach are numerous as PSHE is all encompassing and helps pupils learn about real-life situations whilst developing their skills in keeping safe and making well informed choices. It is particularly pertinent for our pupils who often require additional support in recognising difficult situations, dealing with conflict and learning the skills to challenge their own thinking and the opinions of others.

Principles of PSHE Education

We accept and adhere to the 10 principles of good practice recognised by the PSHE association. These underpin our programme of learning and are as follows:

- **1.** Start with where the children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme. *We do this by ascertaining what pupils already know and understand; what they want to know and if there are gaps in their knowledge and understanding. Pupil evaluations following Relationship and sex education lessons inform future planning.*
- **2.** Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. *We do this by the implementation of a coherent programme of learning which highlights the need for repetition, generalisation and consolidation of skills and understanding. Younger pupils work within EYFS framework and more specifically follow the PSD area of learning. Remaining pupils regularly revisit areas within the programmes of learning as their learning pace and level of maturity dictates.*
- **3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives. *We do this by offering factual information at a stage and pace that is appropriate for our pupils and reinforce the importance of keeping safe and making well informed choices. Parents are kept well informed of more explicit sessions e.g. RSE and Healthitude programme (Drugs, alcohol and smoking) in order to keep them well informed and allow a more consistent approach to be taken. Secondary students engage in specific workshops promoting understanding of key issues including E safety, drugs and alcohol misuse and mental health.*
- **4.** Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator. *We do this by offering a thematic approach to learning whereby the teacher encourages his/her pupils to develop their confidence in expressing their views and develop skills to challenge the views of others. We also engage the expertise of other agencies to support our work, including the 'Healthitude' and the 'Fit for Life' programs offered by the Health Improvement Team to both pupils and parents and by having a whole school Health Day: Relationship and sex education is supported by Addaction whilst ChildLine and our Police community Liaison Officer offer guidance to our pupils on keeping safe. Finally Philosophy for Children (P4C) sessions encourage our pupils to develop their critical, creative, cooperative and caring thinking skills*
- **5.** Provide information which is realistic and relevant and which reinforces positive social norms. *We do this by attempting to dispel myths and misinformation often believed by children and young people about the extent of risk taking behaviour. Our programme aims to promote factual information and positive attitudes towards the three core themes, in particular relationships.*
- **6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community. *We do this by offering a creative approach to learning whereby subjects are grouped into areas of learning and a more coherent learning pathway is delivered. We*

have opportunities for pupils to express their views notably through the student council, Eco Committee and Healthy Stars. The latter promotes healthy messages throughout our school community. Through our curriculum we endeavour to prepare young people for living in the wider community.

- **7.** Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved. *We do this by knowing our pupils well, having small teaching groups, and providing an environment whereby pupils can feel comfortable to discuss concerns. We can offer pastoral support to pupils on an individual basis and constantly strive to develop positive relationships with our parents and carers. Parents are invited to review meetings, coffee mornings and other events and questionnaires seeking their views are integral to our commitment to work together.*
- **8.** Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. *We do this through having a positive school ethos where all children and young people are respected and valued. Seeking the views of pupils is embedded within our school community. Pastoral support is offered to more pupils at vulnerable times in their lives and can include Draw and Talking Therapy and the use of DESTY programmes. We currently have 2 successful nurture groups and use ELSAs and Boxall profiles to support our pupil's emotional health and wellbeing.*
- **9.** Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. *We do this by having a large section of our school community engaged in councils and committees through our school ambassadors. We want our young people to make positive transitions into adulthood and have aspirational goals for their future education and career choice and where possible and appropriate, achieve economic wellbeing. Our KS3/4 students for example, engage in travel training, attend review meetings and college taster days in order to develop their independence, confidence and awareness of life beyond school. Each class takes an active role in developing an enterprise project whereby pupils decide on a product or service, carry out market research, work out costings etc, produce their product, sell and evaluate its success.*
- **10.** Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives. *We do this by providing a supportive learning environment where pupils feel confident to ask questions openly and the information provided is accurate. We aim to challenge our pupils to think for themselves and provide opportunities to enable them to clarify their own values and attitudes, whilst exploring conflicting views of others. We adhere to British values in our school practice and highlight Prevent strategies within key school policies including our E Safety.*

PSHE Education and Safeguarding:

Teaching about safety and relationships as part of PSHE education programme contributes to how we as a school support our children and young people; meet our responsibilities and fulfil our statutory duty to safeguard our pupils. It helps pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. A comprehensive programme of RSE and Drugs, Alcohol and Smoking Education (see policies) provides the necessary information required to enable

CLS

our pupils to recognise potential dangers and unsafe practices, make informed choices and ultimately safeguard themselves and others. The programme is at a pace and level that is appropriate for the diverse needs of our pupils. In order to meet the requirements of the Prevent Duty we recognise the dangers of extremism within the world and aim to raise both pupil and staff awareness whilst equipping our young people with the skills and knowledge to ensure that they are not drawn into unsafe and illegal practice. **E safety and safeguarding is integral to PSHE and is included as whole class sessions and delivered on an individual basis as required. Any E safety concerns are dealt with immediately and follow the guidance set out in our E Safety policy.**

Programme of Study (KS1-4)

The programme of study covers Key stage 1 to 4 and is based on three themes within which there will be a broad and extensive overlap and flexibility. They follow those developed by the PSHE Association (October 2014) and link directly with the themes currently adopted within our school curriculum. Amendments to the PSHE Association POS have allowed us the flexibility to tailor our programme to the specific learning needs, pupils' prior learning, experience and readiness of our school population.

We are mindful that not all areas will be covered as we will be led by our pupil's needs.

The three core themes are:

- 1. Living in Health and wellbeing**
- 2. Relationships**
- 3. The Wider World**

Assessment and Monitoring:

Opportunities for both Assessment for Learning and Assessment of Learning are built into our planning. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education.

Assessment of PSHE education should encompass opportunities for teacher, peer and self-assessment. B squared is used to record progress and attainment whilst pupil evaluations highlight progress and inform future planning and may identify pupils requiring further support.

Progress in PSHE education should be recorded and reported to parents in line with all other non-core curriculum subjects and this is done so at secondary phase through our annual reports.

Where a specific need is identified personal target setting is carried out in negotiation with pupils and their parents; this may include dealing with bereavement, coping with changes as a result of puberty, keeping clean or dealing with personal safety etc.

Our PSHE education will be monitored by the PSHE coordinator through consultation with teachers and will be reviewed April 2021

Reviewed Spring 19 by Anne Butchard

Due for review: Spring 2021

Version Control	Date reviewed	Date effective	Approved by	Amendment
1	Autumn 2015	January 2016	All staff and governors	Policy created (AB)

2	Summer 2017	June 2017	All staff and governors	Policy reviewed
2	Spring 2019	April 19	All staff and governors	Policy reviewed

KEY STAGE 1&2

Core theme 1: Health and Wellbeing

Suggested programme of study for Health and wellbeing:

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Core theme 2: Relationships

Suggested programme of study for Relationships:

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested programme of study for Living in the wider world, economic wellbeing, careers and the world of work:

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community

CLS

5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

KEY STAGE 3&4

Core theme 1: Health and Wellbeing

Suggested programme of study for Health and wellbeing:

Pupils should be taught:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health*
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support
6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to respond in an emergency including administering first aid
8. the role and influence of the media on lifestyle.

** Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes*

Core theme 2: Relationships

Suggested Programme of Study for relationships:

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.

Core theme 3:

Living in the wider world: economic wellbeing, careers and the world of work

Suggested Programme of Study for living in the wider world:

CLS

Pupils should be taught:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.