

Winnington Park Primary School and Nursery

PSHE Policy



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(To be read in conjunction with RE, Relationships Education, Relationships and Sex Education (RSE) and Health Education and SMSC Policies)

Our Curriculum Vision

At Winnington Park Primary School and Nursery we aim to offer a creative and inclusive curriculum which inspires, engages and challenges and in which children are partners in their own learning.

We believe that Personal, Social, Health and Economic Education is important to develop well-rounded individuals with strong self-esteem and the respect and care for other people that will enable them to thrive in education, family life and their communities.

Our PSHE policy reflects the ethos of our school. We demonstrate and encourage the following values: respect for self, respect for others, responsibility for their own actions and responsibility for their family, friends, school and wider community.

We aim to respond to the diversity of children's cultures, faiths and family backgrounds through the teaching of British Values and SMSC. Children learn to appreciate what it means to be a positive member of a diverse multicultural society. Visits and visitors into school enhance and enrich children's experiences.

Winnington Park Primary School and Nursery is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all pupils and staff. The school is committed to the principles of the National Healthy Schools Standard.

All children are taught the importance of self-discipline, self-respect and respect for others. The school aims to nurture children's emotional well-being and self-esteem. Children are taught how to make choices for a healthy lifestyle and the possible consequences of an unhealthy lifestyle. We recognise the importance of taking a pastoral role in the welfare of our pupils and ensuring that support appropriate to need is provided.

CURRICULUM INTENT

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development. Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

IMPLEMENTATION

Our children learn through a creative and skills-based curriculum. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners. We celebrate and value all subjects and provide opportunities to apply and practice key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. We want children to:

- Develop social skills and be able to work collaboratively with others, both peers and adults
- Realise that their actions have consequences for others
- Develop a positive self-image
- Take an active role in the life of the class/ school and develop the skills to be able to play an effective part in society

- Develop knowledge and understanding of the roles of adults in society
- Develop a sense of right, wrong and fairness and act upon these
- Develop respect for others and their property
- Understand that people have rights and needs and that these should be respected
- Know and adopt the key elements of a healthy lifestyle
- Develop an understanding of the democratic process
- Respect the local, national and global environment.

We use 1decision resources to support PSHE, SMSC development and Safeguarding.

In Key Stage 1 children learn about keeping/staying safe, keeping/staying healthy, relationships, being responsible, feelings and emotions, fire safety, our world and computer safety.

In Key Stage 2 children learn about keeping/staying safe, keeping/staying healthy, growing and changing, being responsible, feelings and emotions, our world, computer safety, the working world, a world without judgement and First Aid.

Children in our Early Years learn and are taught PSHE through the Early Years Foundation Stage (EYFS) statutory framework in the learning and development areas of Personal, Social and Emotional Development and Understanding the World.

IMPACT

Children have the essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices resulting in well prepared children ready for the next stage of learning and life – happy and engaged.

Evidenced through - pupil voice, school council, school parliament, pupil and parent questionnaires, worry boxes, class books, displays, best books, work books, photos, website, learning journeys, charities, social media, community links, class assemblies, trips, visitors to school, welcoming new pupils.

Child Protection

Teachers will conduct Sex and Relationship lessons in a sensitive manner. Whilst a few children at our school may have a broad knowledge and personal experience of the world of drugs/alcohol, most will have little or no knowledge. Lessons will take account of the children's needs, experience and culture. Children with SEN and other vulnerable children will receive specific support related to their needs and vulnerability.

If a child makes a serious reference to being involved in, likely to be involved in sex, or shows a knowledge of sexual matters in advance of what is appropriate for his/her age, the teacher must take this matter seriously and report it immediately to the Designated Leads for Child Protection. The teacher must report immediately suspicions that a child is a victim of abuse or disclosures of abuse.

The Role of Parents and Carers

We aim to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation.

Parents have the right to withdraw their child from some or all parts of sex education lessons. Should they wish to do this they should first discuss this with the headteacher, and make very clear the specific aspects of the programme they do not want their child to participate in. For more information, see the Relationships Education, and Sex Education (RSE) and Health Education policy.