



Ryelands Primary and Nursery School

Personal, Social and Health Education and Values Education Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

Policy Created:		September 2016	
First Presented to Governors for approval:		September 2016	
Proposed Review Cycle/Next Date:		3 Year	Sept 2019
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:	September 2019	Date:	November 2020
Key Changes:	<ul style="list-style-type: none"> Date only Further changes to be made in Sept 2020 following new statutory guidance which comes into force 	Key Changes:	<ul style="list-style-type: none"> New Programme of study for Relationship Education and Health Education added into policy. New statutory guidance information included.
Presented to Governors:	Curriculum Committee 30 th October 2019	Presented to Governors:	Curriculum Committee 11 th November 2020
		Presented to Governors:	Presented to Governors:

At Ryelands we believe PSHE/values education is fundamental to the development of the whole child. In our school, we value highly the emotional, spiritual, moral and physical welfare of all our children and staff. PSHE/values education and its links with our other initiatives enable the child's whole wellbeing to be at the forefront of their learning so they can make informed choices for themselves both inside and outside of school.

Links to other initiatives (schemes and programmes)

- Values Education - our whole school educational philosophy that teaches the children about values they can use to guide their behaviour (see appendix Spiritual, Moral, Social and Cultural (SMSC) values ethos)
- Zones of Regulation.
- KidSafe.
- Thrive Approach
- Online Safety Teaching and Learning within the Computing subject

Links to other initiatives (school)

- School Council – children making a difference to our school, by identifying their individual strengths and choosing to be a representative of pupil voice.
- Pupil Subject Leaders
- Values Hero Award- individual pupils are highlighted and celebrated as shining examples of the last half term's Value (parent-nominated)
- Values Victors Award- classes are celebrated for practicing our Values over the lunch time period
- Headteacher awards and special smiles – whereby exceptional behaviour and attitude is recognised on a half termly basis.
- TLCs- Team leader Certificate- a reward given by team leaders to outstanding pupils.

Through the initiatives detailed above we aim to empower individuals to be effective learners and good citizens.

Philosophy: Imagine, believe, achieve

In our school community every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life, themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenge.

Aims

We aim to:

- Create a positive atmosphere where everyone feels proud to contribute and work together in making our school a happy and safe place;
- Ensure that every child receives the best possible education by providing broad and balanced teaching and learning opportunities and develop the children as active learners;
- Support individuals in being responsible for their own actions, to learn acceptable behaviour and understand right from wrong;
- Encourage individuals to respect and value other points of view in preparation for living in an ever-changing diverse society;
- Deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best;
- Work in partnership with parents and others, to encourage the excitement of continued lifelong learning for all;

- Identify, nurture and celebrate every individual's strengths so that they are confident in building on their achievements and sharing them with others;
- Recognise adults within the school as learners and provide appropriate support to allow them to develop as professionals

In addition we are committed to:

- Promoting equality of opportunity for all;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful racial discrimination or discrimination of any kind.

Identifying the needs of our pupils:

Ryelands Primary and Nursery School consists of children aged between 3 and 11. For most children currently at school their first language is English. The Indices of Multiple Deprivation 2019 shows that our catchment area is in the 10% of most deprived areas in the UK, ranking 188th out of 32,844 areas, with 1 being the most deprived area.

In order to meet the needs of our pupils we;

- Identify all causes for concerns and trends in local data from the Ryelands Health Lancashire School Information Profile (LSIP)
- Identify current national trends and issues in the media i.e. NSPCC campaign
- Identify areas of need from families and parents
- Use the Thrive Online Assessment tool to build action plans for classes, small groups and individuals
- Work closely with outside agencies to give additional support where needed
- Use our therapeutic counsellor to work with children, families and staff

How will it be covered?

Statement of intent

At Ryelands Primary School, it is our intent to provide **all** children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented by creating a programme of study that is bespoke to our school and all our children. The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education. A third core theme, Living in the Wider World is also an integral aspect of our curriculum.

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

(see Separate policy for Relationship and Sex Education)

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness

- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this.

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

The knowledge, skills, concepts and attitudes are planned into all areas of the curriculum

PSHE/Values is taught through:

- Assemblies
- Discrete curriculum time, including circle time and class discussions.
- Class discussions when issues arise
- Other subjects/curriculum areas
- Activities and school events such as school visits, visitors in school and school council (see SMSC values ethos appendix)

PSHE/Values is most effective when it uses a wide variety of active learning approaches. Active involvement in the life of the school and wider community should help young people recognise and manage risk and take increasing responsibility for themselves and their choices. A supportive school ethos where there are effective relationships between all members of the school community, where pupils play an active part in decision making and where school policies are compatible with what is taught in PSHE/Values is important in providing an appropriate context for the delivery of PSHE/Values.

Organisation

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. The aspects covered are:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the individual child. Children take part in circle time and discuss topics and themes that are at their level.

Key Stage One and Two

In order to achieve the above aims, the curriculum is organised to develop qualities, attitudes, skills, knowledge and understanding by following the learning activities set out in the PSHE programme of study and the Values Education, thus building on previous experiences to ensure continuity and progression.

In addition, we consciously promote PSHE/Values through our creative curriculum and through the quality of learning across the curriculum. The majority of PSHE/Values is integrated throughout our curriculum however; some aspects are taught discretely. Aspects of PSHE/Values are promoted within assemblies and throughout the curriculum.

(for KS1 and KS2 content- see Appendix Programme of Study and How PSHE is taught in our school)

Resources

The school is committed to continue to build up its resources that incorporate a wide variety of learning styles and that present positive images and reflect the values that we wish to promote.

The school resources should;

- Provide breadth and balance
- Be factually accurate and up-to-date
- Free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

As a school we have registered for PSHE Association website and in staff meeting this website has been shown and staff have been shown how to access and use the resources on this website. The school recognises that an important part of PSHE/Values is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation especially those perpetrated by the media.

Staff

All class teachers and PPA teachers deliver the PSHE/Values education within accordance of this policy.

Teaching and Learning Styles

We use a range of teaching and learning styles to meet the requirements of the programme of study.

We place an emphasis on active learning by including children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of our school community events, or the involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes and lessons in such a way that pupils are able to participate in discussions to resolve conflict or set agreed rules for behaviour. We offer the children the opportunity to hear speakers, such as health workers, police, firemen and representatives from the local church, who talk about their role in creating a positive and supportive local community.

Teachers will not influence their teaching of PHSE/Values with personal beliefs or attitudes and will handle sensitively and with respect the beliefs, values and backgrounds of the children. Some teachers may need support and training to deliver the programme and this will be provided by the PHSE/Values Co-ordinator.

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used in ways mentioned above as well as activities including; circle time, role play and discussions. Pupils will be given the opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

All children, including those with SEND, will be able to access the PSHE curriculum, with support, where needed.

Assessment

Planning and assessment should be carried out in line with the whole school planning and assessment policy. The school's assessment in PSHE/Values aims to:

- Actively involve pupils as partners in the assessment process;
- Involve discussions with pupils about learning objectives and desired outcomes;
- Give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- Be ongoing, diagnostic and inform future learning and teaching;
- Inform parents of children's achievement in PSHE/Values at parents evening and end of year reports.
- Teacher assessments for Thrive- using the Thrive Online Tool as a summative assessment.
- Also there is an annual Online Safety questionnaire which all pupils, staff and parents answer. This is used to inform curriculum, especially with regards to the school's participation in Online Safety Week.

See also planning and assessment policy.

Reporting

Planning and teaching of PSHE/Values is monitored regularly by both the PSHE/Values coordinators. Training is then identified and provided where necessary. Training will be given for any new initiatives that are introduced. The policy, SMSC ethos and the new programme of study and how PSHE is taught in our school document will be monitored regularly as well as ensuring resources are readily available. Monitoring and reporting is also carried out as follows:

- Learning walks through EYFS, KS1 and KS2
- Monitoring of planning
- Through staff meetings and twilights
- Monitoring of progress through the Thrive Online Tool

Support for Pupils

The school provides access to the following pastoral services with the school including;

- Nurture groups
- Play therapy
- Learning Mentors
- Therapeutic counsellor
- Children's Centre
- Kids Safe
- Zones of Regulation
- Size of the problem
- Thrive Programme.

Parent Involvement

At Ryelands we are well aware that the primary role in children's personal, social and health education lies with parents and carers. We want to build upon the positive and supporting relationship we have with our parents by developing mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's personal, social and health education policy and practice
- Inform parents about each new Values theme and suggest tasks for them to complete as a family (half termly)
- Answer any questions that parents may have about the education of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for personal, social and health education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary

- There is a dedicated page on the school website for online safety. This is used to communicate key, current and topical online safety issues to parents. Online safety advice and information is distributed to parents on a half termly basis.
- Each year, parents are encouraged to read through our Online Safety Policy's Acceptable Use Policy with their child.
- Parents have an opportunity to express any Online Safety concerns through the annual Online Safety Questionnaire.
- A half termly Values newsletter is sent out to all parents. In the newsletter are practical ideas for parents to utilise in encouraging the learning of our Values in a home-setting.
- Each year, parents express their opinions on which six Values the school should focus on learning during the next academic year. Their views contribute to the overall Values Forum.

Safeguarding

As there may be sensitive issues raised in PSHE/Values, there may be opportunities for pupils to make unexpected disclosures to staff. All staff are familiar with the safeguarding policy and are aware of who is the designated Child Protection Lead (DSL) and back up DSL. If a disclosure is made or if staff need advice they will consult with the designated leader immediately.

Consultation Policy

The policy was drawn up in consultation with a working party of representatives of the whole school community. Working party members included teaching staff, support staff, parents and children.

Links to other policies

See also:

- Safeguarding policy
- Inclusion policy
- Behaviour policy
- Anti-bullying policy
- Equalities policy
- Healthy Schools
- Planning and assessment policy
- Health and Safety policy
- CPD
- SRE policy
- Online Safety Policy

Appendix 1- How PSHE is covered across school: (Blue highlights- to do)

KS1

Statement	Year Group
H1-H7	Year 2
H8-9	Year 1
H10	Year 2
H11&12	Year 2 Zones of Regulation-
H14-H20	Kidsafe and LM sessions Zones of Regulation-
H21-H27	Year 1 and Year 2 see overviews H21-24- THRIVE. (These points are the foundation of the first 3 strands of development so it is encouraged at all levels and any children who show interruptions in this area will get specific Thrive action plans to help them develop this)
H28	Year 1 and Kidsafe
H29-H31	Year 2 and H29- Kidsafe
H32	Year 1 and Year 2
H33	Year 2
H34	Year 1 and Year 2
H35-H37	Year 2
R1-R3	Year 1 and Year 2 see overviews
R4	Year 1
R5	Year 2
R6-R9	Year 1 and Year 2 see overviews
R10-R12	Year 1 Kidsafe
R13-R15	Kidsafe and Year 1
R16	Year 2 Kidsafe
R17	Year 1 and Year 2 Kidsafe
R18-19	Kidsafe
R20, R22	Year 1 and Year 2 see overviews Kidsafe
R23	Year 2 Kidsafe
R24-R29	Kidsafe
L1-3	Supported by the behaviour policy, and by Thrive whole class interventions with action plans for individual children who struggle with this.
L3, L4	Year 1
L5,L6	Year 2
L7, L9	Kidsafe
L8	Year 2
L14-L17	Year 2

KS2

Statement	Year Group
H1-4	All year groups
H5	Y6 science
H6	Y4, Y5-healthy plate, Y6
H7	PE
H8- H9	Y3
H10	Year 6 science
H11, H12	Year 4
H13, H14	All year groups
H15, H16	Year 3
H17, H19-H22	Kidsafe and mental health week. H21- Kidsafe- new session.
H24	Year 6 and THRIVE
H25-29	THRIVE. (These points are the foundation of the first 3 strands of development so it is encouraged at all levels and any children who show interruptions in this area will get specific Thrive action plans to help them develop this)

H30-H32	Year 5 and Year 6
H34	Year 5 and 6
H37	Kidsafe
H40	Life Education bus
H41	Y5-water, Y6- fire brigade
H42	Kidsafe
H43, H44	Invite school nurse in???? Also Y4- science electricity and Year 5- swimming.
H45	Learning mentor session. – Emma And Lucy. (private parts session- they talk about how you must tell an adult if someone tries or asks to see or touch your private places, they can add in about hurting them and say that it is against the law.)
H46-H50	Year 6 summer and Life education bus.
R1	Values . Computing- e-safety
R2	Year 5,6 assembly by David
R3, R5, R6, R7, R8	Values
R8	RE- YR4 Islam YR4 Judaism YR6 Christianity – God YR6 Christianity – Jesus
R4	Kelly’s assembly (every other year to NSPCC or annual??)
R9	Kidsafe
R10	All- values, zones, size of problem.
R11	Computing and PSHE agreement.
R13	Anti bullying week. Zones, Esafety.
R14	Kidsafe
R16	All year groups, daily.
R18	All year groups, daily. Kidsafe
R19, R20	Kidsafe
R21, R34, L8, L9	Rhiannon is going to take the lead on the discrimination objectives and plan a week in which each year group tackles a type of discriminations through Guided reading and a related activity. Rhiannon to speak to Linda and plan a Monday assembly on it.
R22-R28	Kidsafe
R29	NSPCC assembly ??- decide on Kelly do assembly and Year 5/6 session
R30	Esafety
R31	Values, zones, growth mindset.
R32	Y3-6 RE and Geography YR3 - 6 This is covered across all religions through discussions. (RE)
R33, L6	Y3-6
R30-R34	Highly supported by Values education in assemblies and in class discussions
L1-L5	Supported by the behaviour policy, and by Thrive whole class interventions with action plans for individual children who struggle with this.
L7	RE- YR3 Islam YR3 Christianity – Church YR4 Islam YR5 Hinduism YR6 Sikhism YR6 Islam
L11-13	Kidsafe
L14-L16	Computing

N.B. Our whole behaviour policy underpins core theme 2- Relationships, and opportunities to explore: KS1 R2, R5-11, R21-25 and KS2 R10, R11, R13-21, R30-34 are constantly given throughout the school day. Restorative practice supports all of these points and gives children a real context to reflect on them.