



## BAWB Federation PSHE Policy

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Reviewed by:	Vicky Collins (subject leader)
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Link Governor (if appropriate):	
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### Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

### Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

*Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.*

*Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.*





## INTENT

Personal, social, health and economic (PSHE) education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It equips pupils to live healthy, safe, productive, capable, responsible and balanced lives.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem. It also supports them to identify and manage risk, make informed choices and understand what influences their decisions.

At the BAWB Federation, we believe that PSHE education can help reduce or remove barriers to learning and significantly improve their capacity to learn and succeed. It makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and supports the schools' statutory responsibility to promote pupil wellbeing. In addition, the learning provided within the PSHE programme of learning is essential to safeguarding pupils.

This policy should be read alongside our policy on sex and relationships education (SRE). This sets out the ways in which our federation supports learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Our PSHE programme is underpinned by our Christian ethos of 'Love your neighbour as yourself' and by our teaching of the core British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our PSHE programme promotes the needs and interests of all pupils and teaching takes into account the age, ability, readiness and cultural backgrounds of children. We recognise the right of all pupils to have access to a PSHE education which meets their individual needs and we will ensure pupils with SEND receive access to PSHE through well-differentiated lessons that plan for their individual needs.

### Child Protection and Confidentiality

To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.



## IMPLEMENTATION

### Programme of Study

The BAWB Federation follows the programme of study developed by the PSHE Association, the national body for PSHE education which receives grant funding from the Department of Education.

This programme is based on three core themes, within which there is extensive overlap:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each term, we focus on one of these core themes in order to ensure coverage of all three within the academic year.

There are nine overarching concepts developed through the programme of study:

1. Identity
2. Relationships
3. A healthy, balanced lifestyle
4. Risk
5. Diversity and equality
6. Rights
7. Change and resilience
8. Power
9. Career

### Core Theme 1 - Health and Wellbeing

*This core theme focuses on:*

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

*This core theme focuses on:*

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

*This core theme focuses on:*

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 diversity and equality and how to be a productive member of a diverse community
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. the part that money plays in people's lives
8. a basic understanding of enterprise

## Lesson Structure

PSHE lessons in all classes across the BAWB Federation take place on a weekly basis and typically last 45 minutes.

All lessons at the BAWB Federation begin with 'Circle Time' during which children:

- play games that develop relationships, self-esteem and listening skills
- share any concerns or worries and give peer-to-peer advice within a highly structure, respectful environment
- share positive experiences with one another.

The main part of the lesson may then go on to use a range of teaching methods, including drama, group discussion and focussed games that explore the learning objective. At the BAWB Federation, we always strive to ensure PSHE sessions, including those on risky behaviours, remain positive in tone by using highly interactive and engaging learning tools. We also support children to make connections between their learning and 'real life' behaviours, as well as making links to other areas of the curriculum.

# IMPACT

## Evidence and Assessment

Assessment in PSHE education should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes

Teachers may use the following methods to assess learning:

- Self-assessment with pupils writing and drawing an evaluation of their feelings about their learning
- Teacher assessment with teachers observing and listening to the pupils' responses, or assessing their written work, drawings, role play or drama

As PSHE is best taught using a highly interactive, engaging approach, teachers are encouraged to record drama, discussions etc using videos and photographs and to upload these onto our tracking system, Target Tracker. They are then able to link the evidence they have uploaded to the PSHE statements within the tracking system, providing a detailed 'learning journey' over time.



## Monitoring

PSHE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects.

The school's curriculum lead will be responsible for monitoring the provision of PSHE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## Review and Evaluation

The policy review schedule will ensure that this policy is reviewed annually (or sooner where appropriate).

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school's SRE Policy, and on support and staff development, training and delivery.

## Policy Review and Consultation process

- The policy will be reviewed by staff and will be made available to parents via the school website and prior to visits from external agencies to deliver information specifically related to puberty.
- A short summary will be included in the school prospectus and given to all parents on admission and the policy will be available on the school web-site.

Review date: October 2020