



PSHE Policy

Date agreed: September 2021

Review date: September 2023

Signed: _____

Head Teacher

Signed: _____

Deputy Teacher

Introduction – why we need a PSHE Education Policy:

This policy is created in response to The National Curriculum in England: Framework Document which states "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice" (Department for Education, 2014a). Therefore, we have created a PSHE (and Citizenship) curriculum which takes a whole school approach in addressing key topic areas through teaching in lessons, other subject areas, school activities and national awareness days/weeks.

The purpose of the PSHE curriculum is to create a foundation which will assist all pupils to develop their knowledge, understanding and skills of how to manage their lives whilst they are at school and further on in the future. We believe that PSHE (including Citizenship) has a place in all aspects of learning at Mehria as it not only contributes to the development of the child's individual identity, self-esteem and resilience but it also contributes to improvement of the school. Additionally, our curriculum focuses on Spiritual, Moral, Social and Cultural (SMSC) Development to ensure children are empowered and encouraged to become more independent and responsible citizens in society. Under SMSC, the Department for Education (2014b) have stated that British Values are to be actively promoted. As an Islamic School, we ensure that each child is encouraged to abide by the British Values to enable them in making a positive contribution to society through aspects such as mutual respect or acceptance of all faiths and beliefs.

Vision:

Mehria Primary School is a thriving and happy community where all children and staff members are valued and welcomed. It is a safe and secure environment in which pupils are motivated and encouraged to take opportunities and make the most out of their abilities. Through our brilliant teaching, we aim to bring passion into the PSHE curriculum to empower students in developing goals and aspirations that they can achieve. We want to give the children an understanding of the rapidly changing, outside world and how they can overcome any challenges that may occur either at their time at school or later on. This is carried out through developing respect firstly for themselves, for their family and friends and for their community. The vision of Mehria Primary School reflects that of the National Curriculum values which declare the need for children to develop personally in order to approach challenges confidently and value the groups and communities they are surrounded by (Department for Education and Employment, 1999).

Aims

The aims of the PSHE curriculum are to enable children to:

- To promote awareness of a healthy lifestyle
- To know and understand what constitutes a healthy lifestyle
- To be aware of how to keep safe (emotionally and physically)
- Understand the issues around changing and growing up
- Recognise and understand the variety of emotions they may experience
- Respect for themselves and others
- Develop self-knowledge, self-esteem and self-confidence
- Be prepared for responsibilities and adult life experiences (active role as citizens)
- Understand what constitutes a healthy relationship
- Making a positive contribution to the school and wider community

- Develop communication and collaboration skills

OBJECTIVES

The objectives of the PSHE curriculum are to:

- Approach the PSHE curriculum as a whole school in which importance of pupils is a priority and to ensure the curriculum is well balanced so that all key topics are taught effectively with the latest resources.
- To ensure the PSHE curriculum is delivered at the highest of standards as well as improving the school's development. This would be through appointing a strong, effective leadership team to ensure PSHE is implemented and valued throughout the school.
- To assess, monitor and report each pupil's achievement
- Ensure pupil participation is achieved within PSHE to give pupils the opportunity of having their concerns raised and discussed. This would be through school council meetings or circle time.
- Developing partnerships with parents/carers and the community
- Ensuring staff professional development is ongoing and staff are kept up-to-date with the latest material and resources
- Bringing in additional support such as community services to give pupils an experience of real-life stories and experiences

METHOD OF IMPLEMENTATION

- Circle/golden time
- Anti-bullying week (including cyber-bullying and peer pressure)
- Rights, rules and responsibilities
- Acceptance and respecting of other faiths and beliefs
- Adhering by the Social and Emotional Aspects of Learning (SEAL)
- Implementing British Values such as the school council promoting democracy
- Following the curriculum that targets all aspects including Spiritual, Moral, Social and Cultural Development (SMSC), Sex and Relationship Education (SRE) and Drugs Education.
- Subject specific lessons such as Police programmes

LINKED POLICIES:

Anti-Bullying Policy

Safeguarding Children Policy (including Child Protection)

Health & Safety Policy

Behaviour Policy

E-Safety Policy

Special Educational Needs and Inclusion Policy

Disability Equality Policy

Differentiation Policy

Healthy Eating & Packed Lunchbox Policy

Acceptable Use of ICT Policy

Anti-Radicalisation Policy

Equality Policy

Identifying the needs of our pupils

As society changes, the needs of children are changing and to meet these needs, Mehria Primary School is committed to adapting and updating the PSHE curriculum in a way that can meet each child's need and requirement. Currently, the PSHE curriculum is aimed at meeting a wide range of needs. Some are explained below:

- Physical Needs – by understanding the changes that occur with growing up and how to keep safe physically such as road safety or avoiding unwanted contact. Also, including how to keep healthy and what constitutes a healthy/balanced diet and lifestyle
- Social needs – developing communication, collaboration and negotiation skills and developing effective friendships or relationships
- Emotional needs – managing feelings, understanding and dealing with conflicting emotions

Cross Curricular Provision

At Mehria, we believe that PSHE runs across the whole school curriculum as different aspects/key topics are covered in different subject areas. Some examples are shown below:

- Science – Sex and Relationship Education (covering different body parts, similarities between boys and girls and the changes the body goes through as a child grows)
- History and Geography – Spiritual Development (covering topics such as learning about environmental issues around the world and problems such as global inequality. Additionally, learning about different cultures, groups and communities and appreciating and developing respect for one another)
- Maths – Economic Development (covering on how to manage money, understanding the role and concept of money and how to work in collaboration with peers)
- Literacy – Relationship and Communities (Diversity) Education (covering story books and role playing on understanding different relationships and respecting different cultures)
- I.T. – Internet Safety (covering how to use the computer and internet safety such as keeping personal information a secret)

Approaches to Teaching and Learning

At Mehria, PSHE is taught an hour a week each Friday. For every year, staff members are provided with the curriculum that must be taught for their class and the topics that should be included.

Additionally, they are provided with material of how to meet and implement SEAL, SMSC and British Values. Mehria is also implementing the 1Decision PSHE Resources that tackle a variety of topics within the curriculum. 1Decision PSHE Resources are a good way of implementing the curriculum as it “covers 95% of KS1 and 70% of KS2 PSHE Programme of Study” (1Decision, 2016). Additionally, the resources provided ensure that each lesson is engaging, interesting and ensure children are participating through the use of student workbooks.

There are number of different teaching and learning styles. These include encouraging children to take part in class discussions and solving problems that may come up whilst teaching the curriculum. This is whilst children are abiding by class and school rules. Moreover, we also empower children to share their experiences and communicate with their peers in a safe environment through Circle Time activities. This enables each child to learn about trust and the importance of not judging others. Children are also able to understand issues such as privacy and respecting others privacy. Also, children get the chance to listen to speakers outside of school such as police officers on issues such as keeping safe.

The Context of Teaching

In both Key Stage 1 and 2, there are 3 Key Themes: Health and Wellbeing; Relationships and Living in the Wilder World.

Key Theme 1: Health and Wellbeing:

- What is and what constitutes of a healthy lifestyle
- What positively and negatively affects physical, mental and emotional health and wellbeing
- Know their likes, dislikes and how to make informed choices
- Know how to keep themselves safe from ‘risks’ or ‘hazards’ (i.e. road safety, emergencies etc.)
- Understand the consequences of changing and growing up
- Understand that there are different influences on their health and wellbeing

Key Theme 2: Relationships (including Sex and Relationship Education):

- To recognised and manage a range of different emotions
- Develop, maintain and know what constitutes of a healthy relationship
- Be able to recognise a variety of different relationships
- Recognise and respond to negative and unhealthy relationships
- Recognise, challenge and know when to ask for help when confronting any type bullying including peer pressure, cyber bullying etc.
- Respect other people, develop fairness and appreciate similarities and differences

Key Theme 3: Living in the Wilder World (Economic Wellbeing and being a responsible citizen):

- Respecting similarities and differences between people.
- Understanding the rights and responsibilities of oneself, families and others.
- Looking at different groups and communities.
- Understanding equality and being a part of a diverse community.

- Respecting the environment.
- Knowing why the law is created and how it protects oneself and others.
- How to keep money safe and the role it plays in people's lives.
- Basic understanding of enterprise.

Pupil Involvement

At Mehria, pupil participation and involvement is important in ensuring the information delivered is understood and taken on board. For this reason, pupils are involved in discussing what they are learning through the use of the school council. In the school council, pupils are able to put forward their views and/or concerns and how they can help improve their own learning and that of their peers.

Parental Involvement

Parental involvement is a major aspect to help parents come on board with their child's academic learning and how they can continue this support at home. To take on the views of parents, we have Parent Governors who put their views forward on how the school can improve on various issues such as teaching, the curriculum or policies. We also include parents to discuss the teaching of sensitive topics within PSHE and how the parents feel about this.

Community and Other Agency Involvement

Within the PSHE Curriculum, there are various community organisations and agencies that attend Mehria to provide advice, information and real-life experiences to the pupils. This aims to widen the views of the pupils and to understand the importance of certain topics coming from professionals working in the specific area. One example is the Police who discussed issues such as Stranger Danger and how to keep themselves safe.

Review

The PSHE Curriculum Policy is to be monitored regularly and will be reviewed in two years time.

This will be reviewed by Zile Humma (Deputy Headteacher).

References:

Department for Education (2014a) *The national curriculum in England: framework document*, London: Department for Education, Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf (Accessed: 16 February 2017).

Department for Education (2014b) *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information: departmental advice for independent schools, academies and free schools*, London: Department for Education, Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual__moral__social_and_cultural__SMSC__development_of_pupils_supplementary_information.pdf (Accessed: 16 February 2017).

Department for Education and Employment (1999) *The National curriculum handbook for primary teachers in England*, London: Department for Education and Employment, Available at: <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/QCA-99-457.pdf> (Accessed: 18 February 2017).

1Decision (2016) *Our programme*, Available at: <http://www.1decision.co.uk/resources/our-programme/> (Accessed: 01 March 2017).