**Gilbrook School**

**Personal, Social, Health and Economic Education (PSHE) Policy**

**Introduction**

At Gilbrook School, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do; PSHE is an important and necessary part of all learners’ education.

PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

At Gilbrook we deliver a diverse and individualised PSHE curriculum supported by the PSHE Association guidance programme. Through planned weekly lessons and continuous discrete PSHE interventions staff are able support learners to acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

Our PSHE curriculum aims to develop the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

**Statement of intent**

At Gilbrook 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, while supporting them to understand themselves, respect others and form and sustain healthy relationships.

The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education.

Relationships Education

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

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

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 allowschildren to feel comfortable and to speak openly and honestly.

At Gilbrook School we promote the needs and interests of all pupils, irrespectiveof gender, culture or background and all teachers take into account the children’s age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children. These include mental health awareness week and safer internet day. We respect pupils’ unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

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

**British Values**

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum and ethos.

We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

**RSE**

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 (until this time parents have the consent to withdraw their child from sex education). However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. In Year 6 the school, in collaboration with the 0-19 Team and school nurse deliver a bespoke programme of support to pupils (the school nurse also supports individual CLA children with input from the designated teacher and their social workers, where appropriate).

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

**Implementation through Assessment, Recording, Reporting and Monitoring**

Teachers assess the children’s work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage.

PSHE objectives and lessons are documented in individual PSHE books, which transfers to each new class until they leave Gilbrook School. The use of a single book allow teachers to further personalise PSHE activities to support the child.

Within these books pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included.

The PSHE subject leader is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there isprogression and continuity of learning through the school.

**Implementation through inclusion, including meeting the needs of all pupils**

Our teachers provide learning opportunities matched to the individual needs of all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity.

Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.