

# Broom Barns School Stevenage

## PSHRE Policy

January 2020

### **Aims**

PSHRE is lifelong learning about physical, moral and emotional development. Through PSHRE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene and the body. Our key aim in providing PSHRE throughout the school is to **safeguard** our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

### **The Law**

Relationship and Health education, (part of our PSHRE) is now compulsory and all children will be taught this subject. Parents do not have the right to withdraw their child. Parents continue to have the right to withdraw their child from Sex Education (see Sex Education policy). The Department for Education states that all children need the knowledge to make informed decisions about their well-being, health and relationships and to build their self-efficacy. They also state that children will develop their capacity to make sound decisions when facing risks, challenges and complex situations. Finally, this subject can also develop resilience and help children learn how to ask for help.

### **The Curriculum**

Broom Barns follows the PSHE Association scheme of work. Whilst the introduction of statutory relationships and health education means that most of PSHRE is compulsory, our chosen scheme of work ensures that these are just be part of a broader, comprehensive PSHRE programme. Following this scheme PSHRE fall into 3 core themes:

Health & Wellbeing, Relationships and Living in the Wider World.

#### *Health & Wellbeing*

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

#### *Relationships*

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

#### *Living in the Wider World*

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

## **Teaching and Learning**

PSHRE is taught regularly in a variety of ways. This subject lends itself to be cross linked in many ways including the following:

- Dedicated curriculum time
- Teaching PSHRE through and in other subjects/curriculum areas (in particular RE and Science)
- Specialised assemblies
- PSHRE Citizenship activities and school events.
- Pastoral care and guidance
- Visiting speakers

*During key stage 1* Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

*During key stage 2* Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from Broom Barns. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open, friendly forum where classroom rules of behaviour have been agreed. Children work under the same high expectations in PSHRE as they do in all other subjects with the teacher ensuring all children's needs are being met, including challenging those who are more able.

## **Answering difficult questions**

Relationships at Broom Barns Primary Community School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.

The nature of the subject may lead to the teacher being asked difficult questions. This issue is addressed by creating a safe, sensible and respectful classroom, as well as the teacher being prepared by pre-empting some common questions. The teacher will use their judgement when answering questions, however some rules have been agreed as a school:

1. We will use agreed language (to avoid obscene words)
2. We will not ask, or have to answer personal questions
3. We will allow others to learn at their own pace (this may mean answering a question in a smaller group or privately)

## **Assessment, Recording and Reporting**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of ways e.g. photographs as well as written work. The very nature of PSHRE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

#### **Other Policy links**

- Sex Education Policy
- Managing Drug Related Incidents Policy.
- Anti-Bullying Policy.
- Behaviour Policy.
- Child Protection Policy.
- Pastoral Support Policy.

#### **Monitoring, evaluation and review**

The school will review this policy bi-annually and assess its implementation and effectiveness regularly.

**Policy Date: January 2020.**

**Review Date: January 2021.**

**Subject Leader: S.Harvey.**