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## 1. Intent

At J.H Godwin primary school, we strive to provide a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. We want our children to develop their skills in order to become resilient, respectful and confident members of society in the future. Our catchment area currently does not have a huge amount of diversity shown within it and our children can be heavily influenced by the media and parental views so we have a duty to balance that by providing children with as many opportunities as possible to see equality within our lessons as possible. We learn about other cultures, religions, current affairs and trending issues so that our children have the knowledge to challenge stereotypical views and bias. We also spend a lot of time supporting our children to develop their social skills in order to effectively resolve conflicts and self-regulation techniques to manage their emotions in order to promote good mental health and self-care.

We aim to:

\* offer opportunities for children's spiritual, moral, social and cultural (SMSC) development within our curriculum lessons.

\*provide structured opportunities to practice and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).

We believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

## 2. Legislation and guidance

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.<sup>3</sup>

3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.<sup>4</sup> They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Draft PSHE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Implementation**

Each half term is dedicated to a different aspect of PSHE and an allocation of lessons is blocked by the class teacher in order to deliver these sessions.

Autumn 1 – Good relationships (currently delivered using SEAL resources – 6 sessions per year group)

Autumn 2 – Equality (Andrew Moffatt lessons – 5 sessions per year group)

Spring 1 – Drugs and alcohol education (Christopher Winters project – 3 sessions per year group)

Spring 2 – Sex and Relationships Education (Christopher Winters project – 3 sessions per year group)

Summer 1 – Online safety

Summer 2 – Goal setting and reflection (currently delivered using SEAL resources – 3 sessions with current year group, 3 sessions with new year group during transition week.

\*\*It is important that the class teacher delivers a percentage of these lessons in order for the skills and knowledge within them to become part of the general daily class ethos.

## **5. Inclusion**

These sessions are all specifically designed to be taught to the age bracket of the class. However within year groups, there will be identified children who require elements of sessions to be revisited from previous years as well as the age appropriate materials. This should be provided as part of an intervention.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. IMPACT**

PSHE is not assessed in the same ways as other foundation subjects in the school and the OTIs provide an outline of the most important objectives of each of the half termly units and should be reflected upon after the delivery of the unit. Children should be identified who are not achieving at the year group level - these children need to be added to the vulnerables list to monitor their progress and additional provision should be planned for them so that they have the opportunities to develop these skills at an appropriate level to enable them to develop their coping strategies.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives