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# PSHE Policy

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Reviewed June 2023

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Next Review June 2026

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**Fairfields**  
School

# PSHE Policy

## Fairfields School

### 1. Introduction

At Fairfields, children are at the heart of all we do. We are committed to providing a curriculum that is relevant and meaningful for all our pupils. This includes the area of Personal, Social, Health and Emotional Education (PSHE) and this supports the personal health and wellbeing of each pupil.

Fairfields Curriculum, specifically PSHE, directly supports the school in striving to meet our Beliefs and Aims: -

- **Inclusion is at the heart of all we do.**
  - We ensure pupils are respected as individuals and not defined by their diagnosis.
  - We ensure our children access the curriculum at a level that reflects their strengths and needs.
  - We ensure children have opportunities to interact with each other throughout the school day, enabling them to develop their social communication and social skills.
- **Children learn best when teaching is memorable, purposeful and meaningful.**
  - Our curriculum is delivered through a highly personalised approach, enabling pupils to follow their own learning journey.
  - Our curriculum is creative, providing children with opportunities to use and apply their skills.
  - Our learning environments are stimulating, promoting our children's curiosity and enquiry.
  - We endeavour to deepen children's understanding so that they can apply their learning in everyday situations.
- **All children can achieve.**
  - All children can achieve because we have accurate assessment of their starting point and clarity about their next steps in learning.
  - All pupils are provided with effective learning experiences which promote pupils' progress.
- **How children learn is as important as what children learn.**
  - We ensure that all our staff have an underlying understanding of how children learn and apply this to their everyday practice.
  - We continually develop our curriculum to reflect the needs of our pupil population.
- **Children learn when they are happy and secure.**
  - Through our in-depth knowledge and understanding of each child we ensure that we meet their physical, social and emotional needs in order to maximise their potential for academic learning.

### 2. Legislation & Definitions

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

- We must teach health education under the same statutory guidance.
- Sex education is non-compulsory. Schools in the primary phase aren't required to provide sex education.

Definition of Relationships education: The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Definition of health education: The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

### 3. Content and delivery

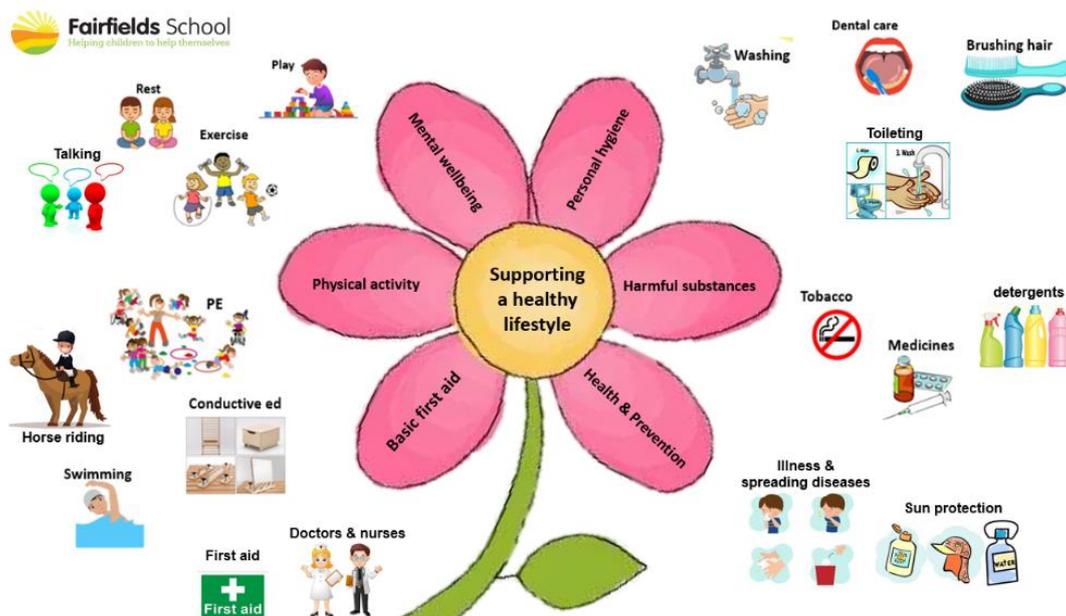
We cover the areas of health, relationships, personal development and personal care through our Physical, Health and Well-Being, and Scientific Technologies Learning Areas. Our Curriculum for All provides guidance to ensure learning is delivered at an appropriate level of understanding for our pupils. As part of this programme for our pupils who are working at a high enough level to understand sexual relationships, we ensure we develop an understanding of body parts, puberty and keeping themselves safe. We understand that some matters will arise spontaneously from children's questions. These opportunities will not be ignored, and every effort will be made to meet these needs within the child's individual level of understanding. Teachers will ensure their delivery is done in a delicate manner and is factual. They will not let their personal beliefs and attitudes influence teaching. Where a more individual approach is needed, and after consultation with parents, these children will receive support, carried out in a sensitive manner. In some cases, we will liaise closely with partner organisations and the School Nursing Team for specialist individual input and support.

The table below shows how PSHE is taught through three specific areas and the coverage within these:

Health and Well-being	Relationships	Living in the wider world
<ul style="list-style-type: none"> <li>• Families and People who care for me</li> <li>• Healthy Lifestyles inc <i>physical health and fitness, healthy eating, health and prevention</i></li> <li>• <i>Mental wellbeing</i></li> <li>• Keeping safe inc <i>being safe</i> (personal safety)</li> <li>• Growing and Changing</li> <li>• <i>inc Changing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Caring friendships</i></li> <li>• <i>Respectful relationships</i></li> <li>• Feelings and Emotions</li> <li>• Healthy relationships</li> <li>• <i>Online relationships</i></li> <li>• Valuing differences</li> </ul>	<ul style="list-style-type: none"> <li>• Rights &amp; responsibilities</li> <li>• <i>Internet safety and harms</i></li> <li>• Online relationships</li> <li>• Money matters</li> <li>• Harmful substances inc <i>Drugs, alcohol and tobacco</i></li> <li>• Taking care of the environment</li> </ul>



The diagram below shows how this is captured within school.



As a school we value the importance of Protective Behaviours and the benefit this provides our pupils. Protective Behaviours is an approach which enables children to learn how to keep themselves safe from harm. This programme is built on safety awareness and resilience. It has two key themes:

- Everyone has the right to feel safe all the time.
- We can talk to someone about anything even if it awful or small.

We have ensured the Protective Behaviours approach is carefully intertwined with the rest of the PSHE curriculum, ensuring that the content and approach are appropriate for all three learning pathways. This ensures pupils are accessing the important learning throughout their time at Fairfield's using a developmentally appropriate and progressive way, building on what has been taught before.

There is a 'coming together as a group' every day following the pattern shown below:

- Daily (except for one day a week): class-based assemblies known as Circle Time
- Once a week: department assemblies
- End of each term: Department or wider school assemblies, organized at different times during the day. Parents are usually invited to these events.

**Where appropriate the themes of our assemblies/circle time link to aspects of the PSHE curriculum, relating to the learning which is being carried out in class.**

The delivery of the PSHE curriculum is enhanced through enrichment activities across the year. These include educational visits, whole school events and having visitors in school.

Learning is captured through observation/evidence stickers and recorded in the pupils' Learning Journals or in Evidence for Learning. This is used to inform the PSED area of the Assessment for All framework. Any incidental learning can be captured using a 'WOW' sticker which is also added to

the Learning Journal. For more information about our planning and assessment strategies please see the Quality of Education Policy.

Teachers are supported by the Curriculum lead and the PSHE lead. They are able to raise concerns around the delivery and content of their lessons. Support through discussion and role modelling helps teachers develop their practice.

Pupils' learning in PSHE is reported to parents as part of the Annual Report which is sent home in July and, where relevant, as part of each pupil's Annual review of their EHCP outcomes. Learning is also shared with parents through the evidence for learning parent portal. Parents are encouraged to attend parent evenings/celebration evenings, where their child's learning is discussed and their Learning Journal shared.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Teachers**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

## **Monitoring**

We formally review, monitor and evaluate the quality and standards of the PSHE curriculum within our school to ensure their continued development. This is done through a variety of monitoring tasks, throughout the year, in line with our monitoring and evaluation policy. Key staff and governors are involved in monitoring tasks, depending on the focus and evaluations, these are shared with teachers and any recommendations actioned.

## **Parents and Carers**

We believe that parents and carers have a fundamental role in helping their child to learn. Parents and carers are informed about their child's progress and achievement.

Parents and carers are invited to share concerns as soon as they arise regarding the content of the PSHE curriculum for their child

Parents can't withdraw their child from relationships or health education.

### Equal Opportunities

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity and treat every member of the school as an individual. This means we value equally the unique qualities of each individual.

### 5. Links with other policies

This policy links to the following policies and procedures:

- Quality of Education
- Child Protection
- Physical, health and wellbeing
- Behaviour