

Name of Policy: P.S.H.E.E & C Policy	Version/Last Review Date: June 2022 (V3)
Statutory documents linked to this policy:	Previous Review Date: May 2019 (V2) Sept 2016 (V1)
Other policies linked to this:	Next Review Date: June 2025
Governor Committee Responsible	People & Resource Management

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect and self belief. Our classroom extends to rich, exiting environments within the forest, the beach, the city and the community as a whole.

Main Aims:

- We believe that children should develop a happy way of being together, that their self-respect leads to a respect for the rights and needs of others whether from their own or other cultures
- We are aiming to nurture the whole child by taking a holistic approach which is right and relevant to their individuality, thus fostering the child's social, emotional, intellectual, physical, cultural, moral and spiritual development
- We aim to teach a broad and balanced lessons by the careful planning and teaching of the core National Curriculum standards as well as combining the Foundation Stage Guidance for England and Wales, International Primary Curriculum and SEAL programme
- We recognise that change and progress are an important part of everyday life and, therefore, aim to equip children to cope and flourish in dealing with the challenges faced by such changes
- We recognise that all individuals within our community are of value and through our staff development policy we will strive to ensure that each person is fulfilled in their work
- We aim to ensure coherence, teamwork and a multi professional approach that involves parents and the wider community
- We aim to create and support environments that promote emotional and social competence and well-being.

In order to address the needs of our children and make our school a place for personal growth we have produced:

- An Anti-Bullying Policy
- A focus on community, collaboration and independent learning
- A Behaviour Policy which focuses on positive actions by children
- A Policy for Collective Worship
- A Policy for RE, which encourages children to experience different religions and customs through meeting different people and visiting different communities
- A Drug Awareness Policy
- A Sex Education Policy
- This Policy for PSHEE & C
- A Race Equality Policy
- A Smoking Policy

Many issues within these policies are interrelated and vital to the development of the whole person in the context of our caring community.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

West Newcastle Academy will not tolerate any racist, disability, homophobic or transphobic abuse or bullying. This will be reported to the local Safeguarding Services and Northumbria Prevent team

We work within the statutory framework to address issues around radicalisation and extremist behaviour. This is addressed through our SMSC provision, school assemblies and community links. Any concerns will be reported to the Local Safeguarding Services and Northumbria Police Prevent team.

WNA's PSHEE & C Policy addresses key concerns within the following areas:

- Self Esteem
- Relationships
- Values
- Environment
- Sexuality
- Personal Safety
- Coping with change
- Economic well being

Scheme of Work:

Using these headings we are adopting the SEAL programme which is cross-curricular but which also focuses on PSHEE & C as a subject in its own right.

It is linked to the Guidelines for PSHE & C in KS1 and KS2, and the curriculum guidance for the Foundation Stage in England and Wales. We use a step-by-step approach with opportunities for revisiting and building upon skills in a developmentally appropriate way and assess using 'I Can' statements.

Self Esteem

- To help children express their own feelings and opinions with confidence
- To enable children to make decisions with enough confidence to withstand any rebukes of ridicule
- To help children function well in group situations
- To teach children to accept and be tolerant of differences in others
- To help children understand the concept of integrity, and act upon it
- To help children achieve the inner strength needed to cope with undue pressures and stress
- To give children the confidence needed to function creatively
- To help children achieve a set of values, and make responsible decisions about the conduct of their own lives within the community
- To help children to achieve the courage needed to face up to their responsibilities and to be accountable for their own actions.

Relationships

- The needs of others
- The need for appropriate behaviour in different situations
- The assistance and service given by others
- The need to think positively about others
- The fact that others have similar problems to their own
- The need for common courtesy when dealing with others
- The need to learn to control many of their own feelings and emotions
- The ability to adjust to change when necessary
- The need to acknowledge that everyone has different strengths and weaknesses
- The knowledge that belonging to different groups can contribute to the formation of positive and lasting friendships.

Values

- A method for making considered decisions: Stop, reflect, decide, try (reflect and try again)
- Hypothetical situations whereby they can practice making choices
- The opportunity to discuss the values inherent in their choices and decisions
- The opportunity to argue for and against a variety of possible choices

Environment

- Learning to consider the beauty around them
- Learning to protect the environment that is still unharmed
- Learning to redress some of the harm already perpetrated on the environment
- Learning to consider the habitat and welfare of creatures within the local and world environment
- Developing a set of values to further their caring for the environment
- Learning about various organisations geared towards protecting the environment

Sexuality

- To enable children to gain greater understanding of the concept of sexuality
- To help children understand the process of reproduction in animals, humans and some plants (sexual)
- To prepare children for the onset of puberty
- To help children understand that their bodily changes and emotional growth are both normal and inevitable, and not to be feared
- To give children opportunities to discuss their worries and fears with a concerned adult in a non-threatening situation

Personal Safety

- Hazards in the home, at school and in the community
- Hazards in the environment and in leisure pursuits
- Common sense safety rules
- Basic personal safety precautions
- How they would respond to emergency situations
- To be aware of personal hygiene

Economic Well Being

- Understand that everyone has a career
- Understand the qualities, attitudes and skills needed for employability
- Understand the functions and uses of money
- Understand the social and moral dilemmas about the use of money
- Develop and maintain their self-esteem and envisage a positive future for themselves in work

Time Allocation:

PSHEE & C should have a slot in the timetable every week to teach PSHEE & C from the Scheme of Work or discuss circle time issues which have arisen. Each session in KS1 should be 30 mins, each session in KS2 should be 40-50 mins which should amount to at least 3 hours per half term.

The PSHEE & C learning undertaken within the school, will take a variety of forms, including visiting speakers from the community e.g. Community Police Officer for talks on safety; School Nurse for the Sex Education Programme.

Circle time, within the existing curriculum, as a discrete subject, through planned enrichment opportunities and most importantly through the everyday work and relationships with our children.

Follow up work is emphasised in Assemblies, including celebrating excellence in Celebration Meetings.

Equal Opportunities

All children will have equal access to the PSHEE & C Curriculum and its relevant resources regardless of age, gender, ethnicity or disability.

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PSHE & C offers all pupils opportunities to make choices and decisions, develop personal autonomy, make a difference or make changes by their actions, find out that there are different viewpoints which leads to respect of others.

Roles:

The headteacher will monitor the curriculum and evaluate the provision of the PSHE & C programme of study through discussion with the PSHE & C Co-ordinators.

The SLT will:

- Monitor planning in each Key Stage
- Make classroom observations and report to the headteacher
- Audit resources and provide resources as necessary □ Liaise with class teachers and advise as appropriate
- Distribute development material to year groups
- Attend courses and training including informing staff of relevant developments
- The Class Teacher will implement the Scheme of Work. They will plan within their year group teams and adapt the programme of study to support or challenge pupils.

Assessment:

- All teachers will keep ongoing records of children's personal and social development
- Teachers will monitor children's development in PSHEE & C through regular involvement in whole class activities and through relationships built with each individual
- There are optional 'I can' statements to support assessment of PSHEE and C.