



PHSE Policy

Leyland Methodist Schools Vision & Values

At Leyland Methodist Schools, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: love, serve, celebrate together.



Love, Serve, Celebrate Together
Within God's love for everyone,
Our school family is committed to serve by:
- celebrating everyone's unique God-given talents;
- giving the best of ourselves for all the world;
- doing all the good we can together.

Safeguarding Statement

At Leyland Methodist Schools, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Introduction

At Leyland Methodist Schools we believe that Personal, Social and Health Education helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. At Leyland Methodist Schools, we pride ourselves on offering all of our children a safe, calm, happy and nurturing learning environment so they can learn effectively, enabling them to access the full breadth of our curriculum offer and ultimately reach their full potential. PSHE contributes significantly to this. We hold high aspirations for all our pupils and want them to grow into successful and responsible adults of the future.

Aims and Objectives

We aim that through the PSHE curriculum our pupils will:

- Develop self-confidence and self-responsibility
- Develop the skills of perseverance and resilience
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Learn to respect and celebrate the differences between people and develop an understanding of the equalities act
- Understand the British Values and how these can be implemented
- Be independent and responsible members of the school community
- Be able to work as part of a team and collaborate effectively with others
- Be positive, active and aspiring members of a democratic society
- Develop spiritually, morally, culturally, mentally and physically
- To meet and go beyond the statutory relationships education and health education guidance

We intend to achieve these aims through:

- Working within our Trust ethos and values
- A school ethos that promotes the values of love, serve, celebrate together.
- Embracing the worth and contribution of all individuals in the school community and promoting self-respect and respect for others.
- One discrete PSHE lesson per week.
- Cross curriculum teaching with other subjects i.e. R.E., Science and Computing
- Special school events and extra- curricular activities including residential visits, visiting speakers, whole school charity days and a school council
- Collective Worship and Celebration Assembly
- Indirect teaching as situations arise
- Parent/School agreements
- Use of 'No Outsiders' to support understanding of certain key topics
- Regular revisiting of British Values and how this is lived out

Statutory Requirements:

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.

Teaching and Learning Style

All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow pupils to explore issues through school and community involvement and in a way that is challenging and relevant to their lives, and within the agreed school ethos and values. The purpose of each lesson is made clear, and teachers foster appropriate behaviour for learning through a shared learning ethos and ground rules. Appropriate learning experiences are planned and meet the needs of all the children in the class through adaptive teaching approaches. The staff ensure that all children have an equal opportunity to develop their potential within PSHE, regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities. Teaching will take into account the age, ability, readiness and cultural backgrounds of children to ensure that all can fully access PSHE education provision. Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes and knowledge and understanding e.g. drama, role play, discussion and debate. Time is given for pupils to reflect, consolidate and apply their learning, and pupils are questioned in order to deepen understanding and to challenge. Teachers have responsibility to ensure the safety and welfare of pupils and attention is given to developing a safe and secure classroom climate. The teaching of PSHE is in-line with the child protection policy.

PSHE has two main elements:

- Personal and social skills and attitudes: learning to manage emotions; learning to develop self-respect and empathy for others; learning to make choices based on an understanding of difference and diversity with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse, learning how to negotiate, compromise and work with others; developing critical thinking as part of decision-making, exploring and understanding moral dilemmas; developing resilience in order to bounce back from difficult situations and learning from mistakes.
- Knowledge and understanding: knowing about feelings in ourselves and others, and how to control these; knowing about how to keep our bodies and minds healthy; knowing about drugs and alcohol; knowing that we have lots of different relationships and how to deal with disputes; knowing where/who to go to for help and support.

PSHE Curriculum Planning

PSHE is taught in all year groups. Every year children will cover the following topics: Autumn 1 Families and friendships, Autumn 2 - Respecting ourselves and others, Spring 1 - Belonging to the community, Spring 2 - Money and work, Summer 1 - Growing and changing and Summer 2 - Physical health and wellbeing.

We also cover a 'No Outsiders' unit each half term to support our learning.

At Leyland Methodist Schools, we uphold and teach students about British Values which are defined as:

- Democracy,
- Rule of Law,
- Individual Liberty,
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

These values are taught explicitly through PSHE and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

We teach PSHE in Early Years as an integral part of the work covered during the year. In the foundation stage, PSHE is taught discreetly as well as being woven into other areas of school life although these times are shorter and likely to be more practical than further up the school. PSHE falls into the category of Personal, Social and Emotional Development within the EYFS curriculum, and although PSHE will be taught discreetly, many aspects are taught through Knowledge and Understanding on the World, for instance growing and changing. Many more aspects are taught on a daily basis at this stage, often in response to situations arising, such as learning to listen and concentrate and being kind to others.

Assessment

In PSHE education there are two broad areas for assessment: 1. Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety. 2. How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

The principles of assessment for learning underpin our policy and practice and clearly defined learning outcomes assist the assessment process. Teachers collect evidence of learning to make a judgement about pupil's progress. This evidence might include observation of a group discussion or group task or written evidence/Write and Draw activities. Assessment should offer the children the opportunity to reflect on their own progress and it is never a judgement on the worth, personality or value of an individual pupil.

Roles and Responsibilities:

The governing board The Local Advisory Board will approve the PSHE policy and hold the Head of School to account for its implementation.

Senior Leaders - The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

Staff Staff are responsible for: Delivering PSHE in a sensitive way, modelling positive attitudes to PSHE, monitoring progress and responding to the needs of individual pupils.

Children are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader also needs to offer support and advice to

colleagues in the teaching and learning of PSHE and provide a strategic lead and direction for the subject in school.

The subject lead is responsible for the organisation and maintenance of resources.