
Policy on **PSHE**

March 2023

Pardes House
Primary School

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POLICY ON PSHE

Personal, Social, Health and Economic education (PSHE) deals with many real life issues young people face as they grow up. It gives them the knowledge and skills needed to lead healthy and responsible lives as confident individuals and members of society.

At Pardes House, forming and promoting positive relationships is a key part of school life. This message can be found throughout the school and is part of the school's 'Magna Carta of Rights and Responsibilities'.

Intent

Our intent for PSHE is that it should be accessible for all and that it will maximise outcomes and impact for every child. As part of a broad and balanced curriculum, our PSHE provision will enable our children to become independent, responsible, healthy and confident members of society.

Through PSHE, we aim to promote children's knowledge, self-esteem, emotional wellbeing, self-image and resilience and to help them form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves and for others, within our local, national, global and religious communities.

Pupils will develop key character skills, including decision making, informed risk-taking, good communication and self-regulation strategies. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We further aim to enable children to develop a deepening knowledge of their health and wellbeing, including mental and physical health.

PSHE is taught overtly and covertly within our school. PSHE sessions take place on a bi-weekly basis, centering around a specific topic each term. The curriculum is split into three key themes of 'What makes me, me?', 'Money Matters' and 'Healthy Me'. Some of the PSHE curriculum is taught cross curricular through other subjects. Within the unique nature of the school, Rebbes (religious studies teachers) also play a role and will teach PSHE in a more discreet manner, such as character traits taught through the weekly Torah (biblical) portion. Year 6 also have separate set of PSHE sessions for them within the summer term as they prepare for leaving primary school.

In addition to the curriculum, a lot of PSHE is delivered through assemblies, led by the Headteacher and other members of staff. There is a nominated Pastoral Leader for pupils, who runs a nurture group twice a week for pupils who feel they need additional emotional support or want someone to talk to. The school's Inclusion Leader also leads a series of workshops every year for small groups of pupils in different year groups on the topic of 'who do we trust and how?' and 'raising awareness with pupils of how to respond to things that make them feel uncomfortable'. There are also developmental and motivational messages around the school, to continually inspire our pupils personal development.

At Pardes House, we see it as our responsibility to start to prepare pupils adequately for adult life regarding making decisions, responsibilities, experiences and opportunities. That also includes those pupils with SEND, Pupil Premium and those at Greater Depth.

Aims

- For children to develop skills, knowledge and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- To create a health-promoting school environment.
- To raise self-esteem, develop self-confidence and assertiveness.
- To enable pupils to become responsible for their own personal safety and make informed decisions about their own health.
- To raise awareness of social and environmental factors that contribute to good health.
- To promote the spiritual, moral, cultural, emotional and physical development of all pupils;
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To promote and encourage a respect for self and others, including those of other faiths, lifestyle choices and in different types of family units. The school will always seek to encourage the development of positive values and attitudes to others.
- To demonstrate and promote responsibility for one's own actions.
- To promote a responsibility towards family, friends, school and the wider community.
- To encourage positive behaviour and respectful relationships.
- To challenge discrimination and bullying.
- To promote courtesy and respect.
- To educate our pupils towards becoming responsible citizens in terms of looking after their planet.

National Curriculum

'While we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.' This is what we do at Pardes House.

PSHE termly Topics

The curriculum is split into three topics that spread out across the year, one in Autumn, Spring and Summer term. The three topics are '**What makes me, me**', '**Money Matters**' and '**Healthy Me**.'

Within these topics is included:

- People in my life – how they look after me and what I do for them;
- Moods and feelings – what makes us happy, sad etc.;
- Friendships;
- Keeping safe from danger;
- What I like or do not like about other people;
- Caring for myself – hygiene, sleep, exercise;
- Different Values, Positive Attitudes and Behaviours (learned in Kodesh lessons).

The school's weekly Assembly may reflect Citizenship and PSHE by:

- Identifying, promoting and celebrating Jewish values;
- Identifying, promoting and celebrating Fundamental British values;
- Providing an opportunity to enhance children's spiritual, moral, social and cultural development;
- Raising and considering topical, political, spiritual, moral, social and cultural issues;

- Celebrating individual and group achievement;
- Reflecting on personal and Jewish ideals, values, experiences and feelings and those of others.
- Embracing events taking place nationally and around the world;
- Recalling historical events and figures through story, drama etc;
- Developing other aspects of good citizenship;
- Further developing understanding of other religions and cultures, within the ethos of the school.

The school's environment, relationships and organisation will aim to reflect Citizenship and PSHE by:

- Ensuring that it offers its community secure, clean, safe and stimulating facilities and grounds with opportunities for privacy and appropriate shelter;
- Ensuring that it offers its community good working conditions;
- Maintaining an environment that prevents ill-health and supports healthy choices, is smoke free, has displays of achievement and dedicated first aid;
- Encouraging and rewarding pupils for adopting a healthy lifestyle by eating fruit and vegetables at break times;
- Regularly monitoring the school's grounds and ensuring there is adequate supervision of children;
- Ensuring the induction of new pupils including links with feeder schools;
- Allowing children, the opportunities to undertake duties around the school, i.e. helping staff, receiving and escorting visitors, prefects, School Council;
- Offering staff and pupils access to advice, counselling and support.

The school's partnership with parents, carers and local communities will aim to reflect Citizenship and PSHE by:

- Featuring regular open evenings so that parents can be informed about their children's progress;
- Allow children opportunities to learn Citizenship and PSHE through real situations and contexts outside school, i.e. *sponsored activities, links with civic, religious, charitable and voluntary groups;*
- Offering children, the opportunity to learn about a wider range of roles and help to inform future choices i.e. *road, bus and rail safety officers, police, ambulance and fire liaison officers.*

Shema Koli (Hear my voice)

This is an additional part of our PSHE programme. The school Inclusion Leader has previously attended a training programme on behalf of our school with 'Shema Koli', a communal organisation dedicated to creating greater awareness in the community and with children on the importance of staying safe, how to stay safe and where to stay safe – at school, home and beyond.

The sessions in our school are led by the Inclusion Leader with small groups of eight children at a time, every school year. The aim is to deliver these important messages to our pupils but in a clear, sensitive manner, without diluting its impact.

Citizenship and PSHE Activities and School Events

The school will plan to provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. In this way, they may discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

Opportunities will include:

- Residential experiences;
- Day visits;
- Theme days/weeks in school;
- Fundraising for charities;
- Taking part in assemblies, school productions or other events;
- Visiting old-age homes;
- Events to promote thinking about others.

Co-operation:

- The school will work with parents to promote a healthy lifestyle for their children.
- The school will look to meet the needs of children with SEN as they arise.
- The staff will help develop and encourage the children to meet the aims of the school in this area.

Management of Resources

The Subject Leader is responsible for selecting, building and maintaining resources within budgetary limits. These decisions will be made in conjunction with the Headteacher and will reflect the state of the subject as per its evaluation and review.

Equal Opportunities

PSHE in Key Stage One and Two supports the equal opportunities statement of the school. Curriculum planning in the subject incorporates equality of opportunity with all pupils being given full access to this broad syllabus. Being able to cater for the individual needs and differences in the class is providing an equal provision for all pupils.