



Morden Mount Primary School

# Personal, Social and Health Education (PSHE) POLICY

Approved by:

Morden Mount Primary School Governing Body in Summer 2021

Next review:  
(every 2 years)

Summer 2023



**MORDEN MOUNT PRIMARY SCHOOL**

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# Contents

1 Our School Values .....	2
2 Introduction .....	3
3 Aims and Objectives .....	3
4 Teaching and Learning .....	4
5 Content.....	5
6 Use of outside visitors to support PSHE.....	5
7 Assessment and monitoring of PSHE.....	6
8 Parental engagement with PSHE .....	6
9 Policy development and consultation .....	6
10 Policy leadership and approval.....	7
11 PSHE and safeguarding .....	7
12 PSHE and faith perspectives.....	8
13 Links to other policies.....	8

## I Our School Values



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.



Article 13 Children have a right to find things out;

Article 18 Children have a right to be protected;

## 2 Introduction

Morden Mount Primary School recognises that Relationships and Sex Education (RSE) is an integral part of our Personal, Social and Health Education (PSHE) and Citizenship curriculum. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

We aim to offer pupils a carefully planned programme on human development, relationships, and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within our values-based curriculum and matched to the pupils' level of maturity. This policy reflects the requirements of the Department for Education Sex and Relationship Guidance.

PSHE helps children and young people to understand the emotional, physical and social aspects of growing up and relationships. PSHE involves lifelong learning, starting early in childhood and continuing throughout life and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

## 3 Aims and Objectives

The over-arching aim of PSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

At Morden Mount Primary School, the main objectives of the PSHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood (i.e. develop confidence in talking, listening and thinking about feelings and relationships);
- to provide knowledge and understanding about all relationships (including loving relationships)
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to understand the consequences of their actions and behave responsibly within relationships including online interactions
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).
- to be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- to understand the role that the media plays in forming attitudes
- to know how to stay safe online
- to understand how safe routines can reduce the spread of viruses

PSHE at Morden Mount is also compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:



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- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## 4 Teaching and Learning

PSHE is taught with clear learning objectives and is a subject that is developed as pupil's progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any PSHE is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn;
- The right to be and feel safe;
- The right to feel and be respected.

Ground rules are set to ensure the most effective climate for learning and apply to both pupils and adults in the classroom.

Teaching takes place in a variety of ways but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media.

Teachers make use of an 'Ask It Basket', to assess pupils' learning and to gather pupils' questions. Pupils' questions are then collated and incorporated into future learning. This enables the teacher to plan learning in an age-appropriate way.

Home learning is also expected, as a key way to develop a pupil's learning, and so parental partnership in PSHE is important.

At Morden Mount, PSHE is taught by class teachers, who are trained and confident in their subject expertise. The school receives training and support in PSHE from RBG. The subject lead is a member of the RBG PSHE Network. The school participates in Healthy Schools London and is a member of the PSHE Association and Christopher Winters Project.



## 5 Content

At Morden Mount, PSHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education.

The knowledge, skills and attitudes/values taught in the following key stages are:

EYFS:           Managing feelings and behaviour  
                    Self-confidence and awareness  
                    Making relationships

KS1 & KS2:     Rights and Responsibilities  
                    Relationships  
                    Healthy body, healthy mind  
                    Diversity and difference  
                    What is my place in our world?

Although PSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects, such as RE, Computing and Science.

A core element of PSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective PSHE. Different pupils' needs are taken into account when teaching PSHE. This may require adjustments to the curriculum or how it is accessed for some pupils e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

## 6 Use of outside visitors to support PSHE

PSHE at Morden Mount is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses; support agencies such as the NSPCC.

When any aspect of the PSHE programme is being led by an outside agency, the class teacher will also stay in the room, to ensure that learning from the session can be followed up appropriately and to reassure pupils that the class ground rules are being honoured.



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## 7 Assessment and monitoring of PSHE

Assessment is key to learning. Any teaching and learning in PSHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. Teachers also use the PSHE Association learning outcomes, to assess pupil progress.

Pupils are expected to evaluate their learning in PSHE in a variety of ways. At times, this will include written work but the majority of PSHE assessment will be in the form of discussions, photos and personal reflection. This relies heavily on pupils noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in PSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of PSHE.

The subject leader will consult class teachers on how effective PSHE teaching and learning is in their classroom. Monitoring will include learning walks, book looks and pupil voice.

## 8 Parental engagement with PSHE

Children cannot be withdrawn from Relationships Education or Health Education in primary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

It is also important that the views of the child are taken into consideration and schools should do this when reviewing the PSHE policy, for example by asking their school council what they think is important for them to learn about as they grow and how the school can help them understand how to be healthy, respectful and responsible citizens.

## 9 Policy development and consultation

Our school's PSHE policy is developed by the school subject lead, with advice and support from the Royal Borough of Greenwich.

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit. The School Council are also asked to gather their peers' views on what they feel they need to learn about in PSHE.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.



- An overview of learning in PHSE will be shared with parents at the start of the year. A further detailed overview of learning in RSE will be shared with parents prior to start of the topic thereby giving parents the opportunity to ask any questions should they arise.

## 10 Policy leadership and approval

PSHE is led and managed by the PSHE Lead, with the support of the SLT. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval of the policy.

PSHE Lead: Siobhan Vennells

SLT Lead for PSHE: Steph Mahoney

Governor Lead for PSHE: Carol Ladbrook

## 11 PSHE and safeguarding

Effective PSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, PSHE at our school follows the principles for effective PSHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau. These principles state that effective PSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.



## 12 PSHE and faith perspectives

At Morden Mount pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, PSHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, PSHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage). However, PSHE is always taught within the context of the Equality Act 2010 and the school places PSHE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

## 13 Links to other policies

Child Protection Policy; SEND; Equal Opportunities and Equality Statement; Positive Behaviour Management, Health and Safety



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