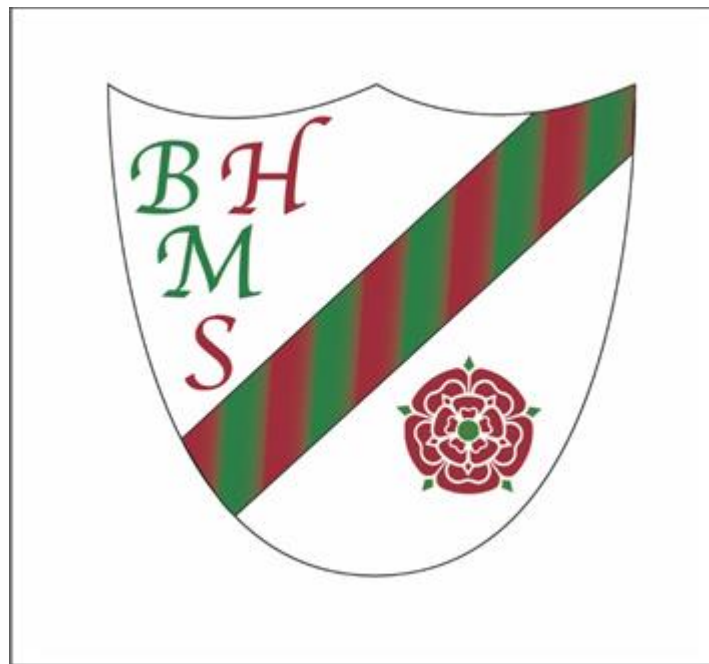


Bedford Hall Methodist Primary School Personal Social Health Emotional Policy



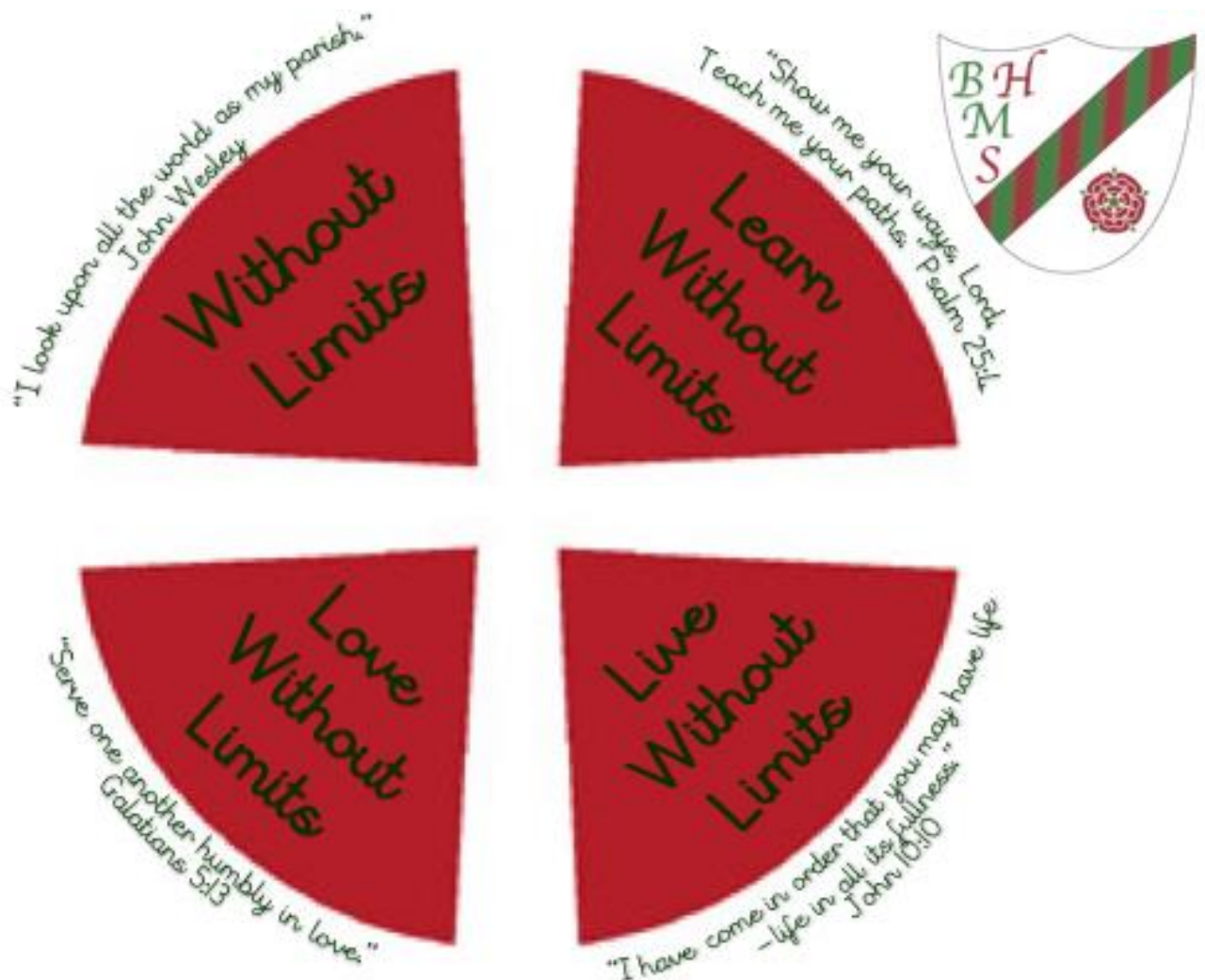
Written by:	Miss L Whittaker
Date agreed:	May 2022
Next Review Date:	Summer 2025
Chair's Signature	

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

To achieve this we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Our Vision



Safeguarding Statement

At Bedford Hall Methodist Primary School 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 Bedford Hall Methodist Primary School we provide a P.S.H.E curriculum that promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen.

This policy should be read in conjunction with the SMSC Policy, RSE Policy and Equality Policy.

Intent

At Bedford Hall Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The school vision '**Learn, Love, Live: Without Limits**' is interwoven within our curriculum intent and design. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Culture – which helps children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Possibilities – which helps children to build aspirations and know available possibilities for the future lives, so they can live life in its all its fullness.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits

At Bedford Hall Methodist Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing our children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Trust Safeguarding Policy).

Through the teaching of PSHE, we aim to help the children to:

1. Develop confidences and responsibilities, making the most of their abilities.
2. Prepare to play an active role as citizens, whilst knowing their rights and the rights of others
3. Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments whilst being open to risk benefits
4. Develop good relationships and respect the differences between people and their cultures, faiths and beliefs.
5. Understand some basic principles of finances, careers and employment
6. Make a positive contribution to the life of the school, the wider community at local, national and global levels.

Curriculum Design

At Bedford Hall we follow a bespoke sequence of learning to meet the needs of our pupils. The statutory guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Personal, Social and Health Education & Relationships and Sex Education

At Bedford Hall Methodist School, our PSHE and RSE curriculum follows the Coram SCARF (Safety, Caring, Achievements, Resilience, Friendship) scheme of learning from Reception to Year 6. Each year group covers 6 units of work that are outlined below. In addition to PSHE and RSE lessons, all classes timetable a 'Weekly Wellbeing' session to further demonstrate the benefits of positive mental health.

-Rights and Responsibilities

In 2020, we achieved the Bronze Rights Respecting School Award. We continue to teach children about the UNCRC and ensure they feel that their rights are being met. The school council act as a platform for any suggestions to improve this further and this is linked to democracy in Britain. Through this unit, children also learn about financial responsibility and how saving money can improve their future. School rules are explored and compared to the rules of law.

-Keeping Safe

During this unit, children learn about how keeping healthy can keep them safe. They explore the negative effects on their safety caused by lack of sleep, poor diet, sustained technology use and addictions. Children learn how to stay safe online and how to report suspicious activity. They learn the importance of saying no to bullying and being assertive where possible. All children will learn the NSPCC Underwear rule 'PANTS' as well as the rules regarding road safety, water safety and stranger danger.

-Growing and Changing

Children will learn how their bodies grow and change and what to expect from these changes. They will learn the value of and importance of privacy. Children will learn strategies to cope with change and uncertainty and remain resilient and in control. In Year 5, children will learn how to prepare for puberty and in Year 6 about the scientific nature of conception and pregnancy. These sessions are delivered by 'Happy Healthy Kids' who also run a parental question and answer session before the lessons are delivered.

-Valuing Difference

Children will learn to celebrate what makes them special and unique. They will explore the diverse world we live in and develop an understanding of different people, families and communities and their traditions. Through books, children will learn about the struggles and successes of minority groups such as those from the LGBT+ community, those of different ethnic groups and those with visible and invisible disabilities.

-Relationships

Children will explore different people and different families, learning the message 'different families, same love'. This will include learning about families of different races and cultures, living with grandparents or foster families; living in multiple homes; single-parent families and blended families; and families that have members from the LGBT+ community. Children will recognise good friendships and know how to be a good friend. They will learn about peer pressure, both online and face to face and how to deal with this. They will learn to understand their own emotional needs and the needs of others and develop an emotional intelligence around the nature of changing feelings and the need to apologise as well as to forgive others. Children will know the difference between teasing and bullying and know how to get support and how to support others.

-Health

Through this unit, children learn about the importance of exercise, diet, sleep and hygiene to our physical health. Children will also learn about the effects on their bodies of obesity, sun exposure, technology addiction and, in Year 5 and 6, drug and alcohol abuse. Children learn about their mental health and how to recognise and adapt to their emotional needs and the needs of others. They will learn basic first aid and, in Year 5 and 6, how to give CPR.

In addition, teachers will aim to set aside time in class to discuss matters arising from School Council, Eco Committee meetings, Mental Health Ambassador meetings and workshops delivered by external visitors (e.g. Christian Aid, All We Can, PCSO, Building Better Communities, Rights Respecting Schools, HH Kids, SCARF Life Caravan and Bolton Fire and Rescue Team).

We recognise that **Circle Time** is a very useful teaching model for many of the aspects of PSHE and have spent time to train teachers and support staff in the skills of circle time.

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in their learning journeys.
3. Encouraging children to recognise and respect differences between people and their cultures, faiths and beliefs.
4. The election of a school council, ECO Committee, School Sports Crew and Mental Health Ambassadors in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.
6. Promoting regular Emotional Check Ins.

There are wider Opportunities for personal and social development at school. These include:

1. The development of each child's ability to work as part of a team, become active within the school and wider community whilst recognising the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment and link to the school's curriculum drivers.
4. Coming together as a school for Collective Worship and to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for example; Christmas Nativity and Carol Service, Methodist Day, Community Coffee Mornings, Christmas Spectacular, Fundraising Events and themed weeks.
6. Focus in PE lessons on the personal development of six key values: respect, determination, honesty, self-belief, teamwork and passion.
7. Opportunities for sensory breaks, daily movement breaks, access to Reflection/Calm areas within the classroom and access to the Wellbeing Garden at lunchtime.

We seek to promote a healthy lifestyle and self-confidence for our children through:

1. The provision of a range of extra-curricular clubs e.g. sports, choir, dance, drama, yoga and mindfulness - which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.
3. Promoting Healthy eating throughout the year. (Healthy School Status)
4. Attention to the needs of SEND and EAL children
5. Being physically active for at least 30 minutes per day.

6. Recognising the importance of a healthy mind and body
7. Encouraging resilience, Growth Mindset and aspirations for all.

We seek the involvement of the whole school community through:

1. Encouraging parents/ carers to support trips or whole school events.
2. Weekly newsletters sent to parents/ carers.
3. The Home/ School agreement.
4. Positive relationship with Chapel members.
5. Working in partnership with local businesses and community groups.
6. Community Coffee Mornings
7. Regular Litter Picks

Time Allocation

Each class teacher will aim to allocate a minimum of 30 minutes each week to PSHE in addition to a Communication lesson (debate) and wellbeing time. Additional time is provided for children with additional PSHE needs through counselling, friendship circles, nurture groups, circle time interventions and emotional check ins.

Resources

Coram SCARF and HeartSmart are online resources. Books and supplementary materials and lesson plans (eg for LGBT units) are kept in classrooms. All the PSHE materials are available on the server and can be downloaded with staff accounts.

Monitoring

The subject leader will monitor the effectiveness of teaching and learning in PSHE through a range of strategies, including: learning walks, pupil voice, book scrutiny and auditing resources.