
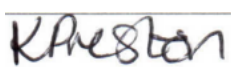




Policy/Procedure Name:	PSHE POLICY		
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1. Introduction and the PSHE Philosophy

Willow Park's philosophy is that PSHE is central to the development and wellbeing of all young people. Our PSHE curriculum is embedded firmly within the whole-school values. Through PSHE teaching, our pupils can prepare for life after Willow Park, building up their resources and resilience, their self-belief, mentally, emotionally and socially. This allows them to relish challenges and cope with complexity and uncertainty. Furthermore, PSHE can inspire pupils to take responsibility for their own learning, develop self-knowledge and understanding. There is also a capacity for pupils to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

The promotion of **Fundamental British Values** (FBV) is an integral part of PSHE and supports the whole school ethos. We focus on these values through the school's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development. SMSC is embedded into our schemes of work, but is also re-enforced through many opportunities within the informal curriculum. The integration of SMSC is also a prerequisite for meeting the requirements of the [Independent School's Teaching Standards - Part 2](#). For further



information about how SMSC is actively promoted at Willow Park School, please refer to our separate SMSC Policy.

2. Intent

The PSHE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils (see Safeguarding Policy and Staff Code of Conduct). The PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

3. Implementation

The PSHE Curriculum at Willow Park is planned and developed upon the three recommended core themes from the PSHE Association. These include: Health & Wellbeing, Relationships and Living in the Wider World.

The topic areas taught are detailed below:

Health & Wellbeing	Relationships	Living in the Wider World
<ul style="list-style-type: none"> ● Healthy Lifestyles ● Keeping Safe <ul style="list-style-type: none"> ○ Biological names for Body Parts, Personal Safety, (Yr 2 upwards). ○ Growing and Changing (inc. puberty, Yr 4 - 6) 	<p>EYFS to Year 6</p> <ul style="list-style-type: none"> ● Healthy Relationships ● Feelings & Emotions ● Valuing Difference & Diversity ● Online E-Safety ● Consent - permission seeking and protecting personal boundaries. 	<p>EYFS to Year 6</p> <ul style="list-style-type: none"> ● Rights & Responsibilities ● Taking care of the Environment ● Money Management ● Engaging with the media (News sources, Fake News etc...)

(Adapted from The PSHE Association Planning Toolkits, 2017)

See also Appendix 1 for more detail

The PSHE Curriculum is taught through defined classroom lessons. As well as this, there continues to be a variety of other related learning opportunities (within the informal curriculum and wider ethos of the School) that further supplement the learning opportunities attributed with PSHE. Anti-bullying Week, as well as well-being Weeks, supplement the provision of PSHE for our Prep School pupils.

In the classroom, the content delivered is planned in a sensitive manner to ensure that it remains factual, unbiased and inclusive. The PSHE leader (Kimberley Preston) is responsible for updating and evaluating the curriculum content and ensuring that this is shared with all



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relevant staff. Ongoing support and guidance are always provided for staff, especially where a sensitive topic is planned.

The PSHE Curriculum continues to be regularly reviewed to ensure that its coverage remains up-to-date, meeting the teaching and learning requirements of the pupils. **Children are taught based on stage, not age**, in order that their learning can be sequential and gaps in understanding can be avoided. Whilst the three PSHE themes are structured and set-out evenly across the terms, there may be occasions when the order of coverage needs to shift, so as to adapt to the needs of the ever-changing world (e.g. extraordinary events like the COVID-19 Pandemic, where a particular emphasis would have been made on supporting pupil mental and emotional health).

Relationships and Health Education (RHE) is taught alongside the PSHE curriculum at Willow Park (see RHE Policy).

4. Monitoring

Pupils' personal development is constantly monitored through the following:

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- questionnaires
- (PSHE) lessons, activities
- feedback from others and communication to/from home.

Willow Park School tracks pupils' progression against the relevant frameworks to assess coverage and understanding of curriculum content. Analysis of coverage then informs medium term planning and school improvement. Further to this PSHE can be measured by the incident and safeguarding data produced by the school, as the more that students learn about issues such as respect, tolerance and discrimination the less incidents should occur. It is our hope that the school will teach and support its pupils to become respectful, resilient and tolerant members of society. Positive changes seen in our pupil's behaviours and attitudes can be attributed to how PSHE is taught and embedded throughout the school.

5. Impact

Positive Impact of PSHE at Willow Park will demonstrate that:

- Pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives
- Pupils are encouraged to be enterprising
- Opportunities are provided for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them
- Pupils are supported in building their confidence, resilience and self-esteem



- Pupils are able to identify and manage risk, make informed choices and understand what influences their decisions
- Pupils are supported to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings
- Pupils will develop an understanding of themselves, empathy and the ability to work with others
- Pupils will be supported to form and maintain good relationships
- Pupils will develop core 'life skills' to encourage and support independence

6. Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

7. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.



Appendix 1 – PSHE content

Physical Health and Mental Wellbeing, Social, Emotional and Citizenship

Children will be taught subject content based on their 'stage' and not necessarily their age. Teachers and staff will assess the suitability of subject content based on pupils' 'readiness'.

Topic	Outcomes
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.



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Topic	Outcomes
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health.



Physical Health and Mental Wellbeing, Social, Emotional and Citizenship

Children will be taught subject content based on their 'stage' and not necessarily their age. Teachers and staff will assess the suitability of subject content based on pupils' 'readiness'.

Topic	Outcomes
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco <i>(Year 6 only)</i>	<p>Pupils should know</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, vape use and drug-taking.</p>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> ● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● the facts and science relating to immunisation and vaccination
Basic first aid <i>(Year 5 & 6 only)</i>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ● how to make a clear and efficient call to emergency services if necessary. ● concepts of basic first-aid, for example dealing with common injuries, including head injuries.



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Topic	Outcomes
<p>Changing adolescent body (Year 6 only)</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● about menstrual wellbeing including the key facts about the menstrual cycle
<p>Global citizenship</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ● about the wider world around them, knowing that they are able to participate collectively in making change happen (e.g. plastic pollution, further care of the environment). ● about the different nationalities that comprise within (and beyond) the Willow Park community and that they should always remain inclusive and tolerant of each other, irrespective of background and nationality.