



**Bridgelea Pupil Referral Unit
Bridgelea Road
Withington
Manchester
M20 3FB**

Personal, Health & Social Education Policy

Implemented	September 2022
Presented by	Amy Robinson Molly Smith
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Bridgelea Primary School Vision & Mission Statement

Vision "Understanding People"

Mission Statement

"We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership."

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and

emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

PSHE

At Bridgelea primary school, we believe our PSHE teaching would give our children the skills and understanding to become healthy, secure, independent and responsible members of society. Our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society. We prepare our pupils for the opportunities, responsibilities and experiences of later life and give them the skills and understanding to become responsible citizens. Due to our setting being SEMH, PSHE is required to be embedded throughout the curriculum and used in a reactive and proactive way as and when incidents occur.

Rationale:

- Ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- Incorporate government initiatives into planning in all key stages, for example: education recovery fund and Pupil premium (to support children by retreat and interventions, forest schools, mental health and wellbeing).
- Ensure the delivery and teaching of the PSHE/Citizenship key skills and learning objectives, outlined by the National Curriculum, the IMatter programme and Manchester Healthy Schools requirements.
- To embed PSHE within our Nurturing Schools and Rights Respecting curriculum.
- To ensure that there is a consistent whole school approach to teaching PSHE through curriculum and intervention across all classes and key stages
- Provide guidance and support for staff.
- Inform parents/carers to enable the whole school community to work as part of a collaborative team.
- Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- Develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.
- Becoming a 'Thinking School' and using knowledge of metacognition to support the children to become more independent thinkers.

Definitions and purpose

PSHE core curriculum is delivered by class teachers with support from the subject leader and the School NuPSHE, when appropriate, in carrying out health promotion across the school. Additional interventions, where appropriate, may be delivered by retreat team/class teams.

Teaching and Learning will take place in three ways:

1) Weekly discrete curriculum time to complement timetabled nurture lunch and breakfast. This is non-negotiable and must take place weekly in order to cover the requirements of the curriculum. This is known as Core PSHE. Assemblies are to be delivered to support introduction of the PSHE themes. There will also be a number of themed weeks across the year such as Anti-Bullying Week and Health Week. These are included on the academic calendar and must be delivered as part of cross curricular opportunities (see below).

2) There are opportunities within other parts of the curriculum which may be used to enhance the core curriculum and boost understanding of the PSHE topic. These are Cross Curricular Opportunities.

Subject	Cross curricular opportunities:
English	Skills in enquiry and communication; stories that illustrate aspects of personal and social development. This may be a Big Read/Literacy topic planned to fit around Bullying or other PSHE themes.
Maths	Counting, sharing and economics
Science	Drugs, including medicine, sex, health, safety and the environment;
ICT	Communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety
History	Reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;
Geography	Topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
Art and Design	Health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;
Music	Making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
P.E	Teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity
R.E	Religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

3) Where there is a specific need, such as bullying, racism, anger, sexualised language or bereavement, a referral may be made to retreat to deliver a specific PSHE intervention. This may be directed back to class teams to deliver in small groups or whole class setting. It is the responsibility of the class team to identify, through contextual information and recurring incidents, where there is a need for intervention. It may be that need becomes apparent through other events such as annual review or parental request. This is known as Reactive PSHE.

Recording of learning

Core curriculum- Staff are to maintain a PSHE scrap book containing front sheets with objectives, a summary of each activity covered, examples of pupil work and/or photographs of activities. There must be the date, learning objective (taken from the cover sheet) and initials of children present.

Acceptable methods of recording are as follows-

- Photographs with caption of children learning.
- Photographs of displays
- Paper copies of work.
- Post it notes/written notes of verbal responses
- Written summary of practical work undertaken.
- Photographs of children taking part in linked assemblies/themed week activities.
- Where cross curricular work has taken place- a note to say “see science work dated 12/6” is acceptable.

Reactive PSHE- Staff are to record interventions delivered on CPOMs as a record of reactive PSHE taking place. This must include intervention delivered, reason for needing the intervention and a brief summary of engagement. To be filed under “Retreat intervention” tab on CPOMs.

Overview of curriculum content.

- See 2022/2023 PSHE overview Document.

Monitoring and accountability.

The head teacher

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering weekly PSHE sessions in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils, making retreat referrals where necessary.

The teacher with responsibility for PSHE is Molly Smith. Regular monitoring will take place of delivery of Core Curriculum and interventions. Coverage will be monitored and regular pupil voices done to assess learning.

Pupils

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