



## **Personal, Social and Health Education Policy (Primary)**

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Personal, Social and Health Education (PSHE) makes a significant contribution to the development of the key skills and characteristics needed by students in order for them to lead safe, healthy and fulfilling lives. It supports them in becoming confident individuals and responsible citizens.

### **PSHE provision at Isaac Newton Primary**

Through our curriculum, our Academy environment and our Academy ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at the Academy, at work and in the community. The curriculum focuses on the personal development of the whole child.

To enable children to develop these skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people
- develop good relationships with other members of the Academy and the wider community
- be independent, self-disciplined and responsible members of society
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues and manage risk in their own lives
- maximise a breadth of opportunity.

### **Curriculum organisation**

**Key Stage 1 classes have a timetabled session for PSHE every week, covering the PSHE Association guidance, which is recommended by the DFE. For the Reception classes PSHE topics are incorporated within a number of the Early Learning Goals.**

**In addition to this, PSHE is also taught through:**

- cross curricular projects
- the primary thematic curriculum
- assemblies

- enrichment activities
- student involvement in the life of the wider community
- day to day pastoral care and guidance
- role play activities
- visiting speakers and theatre groups
- circle time
- providing access to great role models.

All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are explicit to the children and re-enforced consistently. Beyond PSHE lessons, pupils are supported in applying the skills they are learning in real-life situations as they may arise: e.g. resolving conflicts and working as part of a group or team on projects.

### **Student Leadership**

In addition to planned opportunities for students to demonstrate and develop leadership skills in lessons, there are numerous other ways in which leadership is nurtured and developed:

- Student Council Leaders
- Student Ambassadors
- class group representatives
- Lunch monitors

### **Assemblies**

Assemblies are used to reinforce the Academy's ethos and values and the BRIDGES characteristics. The member of staff delivering an assembly is responsible for choosing an appropriate SMSC theme which could include topical issues and world events. Assembly themes are monitored on a regular basis at SLT meetings to ensure that an appropriate range of SMSC and PSHE themes are covered during the year. Class-led assemblies are also built into the assembly cycle, providing children with leadership responsibility and the opportunity to work collaboratively on a shared topical theme.

Every Monday's assembly will introduce the BRIDGES disposition that will remain the focus across the Academy for the week.

The BRIDGES framework is about building a culture in classrooms (and the Academy as a whole) that systematically cultivates habits, learning dispositions, attitudes and characteristics that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

We believe that the BRIDGES learning dispositions are fundamental to being an effective learner and to success and fulfilment in life. They underpin the curriculum at the Academy and the policies and ethos of the organisation. BRIDGES develop the skills and characteristics that are at the heart of PSHE. This includes:

- focusing on developing students' leadership skills (B)
- providing opportunities for students to question and think deeply(R)
- exploring what it means to be a great citizen (I)
- encouraging students to be open to different ideas and attitudes (D)
- learning how to persevere with challenging tasks and problems (G)
- providing opportunities for reflection (E)
- understanding how our behaviour affects others (S)

## **Active Citizenship**

We are committed to building strong links with the local community and for our students to learn from, and with, the local community. Community groups are encouraged to use INA's facilities for their events and activities.

Fund-raising is an important aspect of our practice at Isaac Newton Academy. It plays a vital role in raising students' awareness of people and communities who are less fortunate than themselves. The students are given many opportunities to become actively involved in charitable events throughout the year.

## **Positive Behaviour for Learning**

High standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general. At Isaac Newton Academy we prepare students for a successful life in the wider society by supporting them in developing respect and consideration for others. We have the highest expectations of students' behaviour and apply the Academy Code of Conduct consistently. We form strong relationships with parents/carers right from Reception when our children join the Academy. Every family receives a home visit in the summer term at which the Academy's expectations of staff, parents/carers and students in ensuring exemplary behaviour are reinforced.

## **Anti-Bullying**

A clear anti-bullying message is promoted through assemblies, class lessons and reinforced in the Code of Conduct and Home-Academy Agreement. Personal safety is also the focus of assemblies and lessons. Students are taught to assess and manage risk appropriately and keep themselves safe. This includes discussing the damaging effects of cyber-bullying and reinforcing Newton's Laws for the Responsible Use of Digital Technology.

## **RSE and Drugs Education**

Relationships and sex Education (RSE) at Isaac Newton Primary Academy is taught through the PSHE curriculum. RSE is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sexual relationships in a loving relationship, sexuality and sexual health. We ensure that the RSE programme is relevant to all students and is age and stage appropriate. It contributes to the development of the personal skills needed by children in order to establish and maintain positive, healthy relationships and it enables them to make responsible and well-informed decisions about their health and wellbeing.

## **Appreciating Diversity**

Our community is based on the core values of mutual respect and is one in which differing views, interests, backgrounds and outlooks are honoured. We prepare our students to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others through the taught curriculum and enrichment activities which provide opportunities to learn from members of our local community. We celebrate the cultural diversity of the Academy and local community and

we encourage students to highlight and challenge discrimination through Academy events such as Black History Month and assemblies.

### **Healthy Lifestyles**

Students at Isaac Newton Academy learn how to stay physically healthy and to make informed choices about their health and well-being through the taught curriculum, for example in PE and science lessons.

### **Related Policies**

The PSHE policy should be read in conjunction with the following INA policies:

SRE Policy

Anti-Bullying policy

SMSC Policy

Positive Behaviour for Learning Policy

Child Protection Policy

Teaching and Learning Policy

Curriculum Policy

Food Policy

Equal Opportunities Policy

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