



Our Vision

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

Our PSHE curriculum promotes Bowman ethos and is underpinned by our purpose 'To put learners first and prepare them for their future' it is also fundamental for our strategic vision 'To create a first-class infrastructure that influences education and enables outstanding lifelong learning'.

At Bowman we believe that PSHE should enable pupils to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We ensure that the pupils experience the process of democracy through the election of the school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through Citizenship the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach pupils both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Aims and objectives

The objectives of PSHE are to enable our pupils to:

- Know and understand a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of a community, such as school
- Understand what is meant by 'Democracy' and be positive and active members of a democratic society

- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community
- Actively promote British Fundamental Values (BFV)

How PSHE is organised and covered:

PSHE is provided through:

- Discreet Curriculum time
- Assemblies, class discussions and circle time
- Daily routines including social time
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the pupils
- Extra-curricular activities e.g. International days, Anti-bullying week

Resource Allocation:

Resources are selected to teach PSHE that are:

- Age appropriate
- Non-discriminatory
- In accord with the values of Bowman

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

Teaching and Learning:

We allocate weekly lessons for each year group during curriculum time to PSHE education. Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources.

On many occasions PSHE topics are introduced and taught through other areas of the curriculum, which can include Relationship Education, Relationship and Sex Education, Science, Physical Education, ICT and online safety and Religious Education.

PSHE will be taught through a range of teaching methods, including class discussions, sharing of own life experiences, whole school assemblies, school council, outside agencies. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group.

We will ensure the curriculum is broad and balanced, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and pupils alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE and RSE lesson.

Pupils are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school.

Mental Health and Emotional Wellbeing:

'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (World Health Organisation)

At Bowman we understand that pupils' physical health and mental wellbeing is paramount to enable them to develop socially, physically, academically and emotionally. We promote positive mental health throughout the schools and respond quickly when we recognise that a pupil may be having difficulties.

We aim to:

- Increase understanding and awareness of a variety of common mental health issues
- Provide pupils with opportunities to look after their mental wellbeing
- Recognise and respond to early warning signs of mental ill health in pupils
- Provide support to staff who teach pupils with mental health issues
- Provide support to pupils who have mental health issues, their parents and carers and their peers

In practice:

- Physical Health and Mental Wellbeing is covered throughout the PSHE/RSE curriculum and teaches pupils ways to look after their health and ask for help as appropriate. This is informed by the Statutory Guidance for Physical Health and Mental wellbeing, the PSHE Association Guidance and Think You Know
- Looking after our physical health is also covered through the Science curriculum, our daily mile and through other physical therapies such as hydrotherapy and rebound
- Positive mental health is promoted through whole school practices such as the implementation of SMSC education within the school community (see SMSC policy)
- Pupils are taught to recognise and express their emotions through daily routines such as circle time
- Training on mental health and safeguarding is carried out on staff inset days and in twilight sessions
- All pupils take part in mental health week and healthy eating week which is organised by the pastoral team

Warning signs:

Where a pupil may be experiencing difficulties, staff look for the following signs:

- Changes in eating and sleeping habits
- Self-harming behaviours or signs of physical injuries
- Differences in moods and behaviour
- Appearing withdrawn

- Decreasing engagement in school activities
- Lateness or absence from school
- Secretive behaviour

If staff notice these signs they will follow safeguarding procedures (see Safeguarding Policy) so that they can find out the cause and offer appropriate support.

At Bowman all staff are aware that when teaching Mental Health and Emotional Wellbeing the following factors are important:

- Openness - An ethos of openness helps to break down the stigma that surrounds mental health issues.
- Keep the conversation in the room - Pupils need to feel safe discussing mental health, and exploring misconceptions or questions in lessons without fear that these discussions will be repeated by teachers or pupils beyond the classroom.
- Non-judgemental approach - Pupils may have existing beliefs, misunderstandings and inappropriate attitudes towards mental health. It is important that these can be explored without fear of being judged or ridiculed.
- Right to pass - Although participation in the lesson is important, every pupil has the right to choose not to answer a question.
- Make no assumptions - Neither staff nor pupils should make assumptions about the attitudes, identity, life experiences, faith values, cultural values or feelings of others.
- Listen to others - Every pupil has the right to feel listened to, and they should respect the right of their peers to feel listened to as well.
- Use of language – Pupils will be reminded to take care in their use of language about mental health in, and beyond, lessons.

Within the Primary curriculum where appropriate pupils will be taught:

- 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).

Within the Secondary curriculum where appropriate pupils will be taught:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Confidentiality:

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Answering Difficult Questions:

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions:

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Where pupils are unable to write, teachers should give pupils opportunities to discuss any questions at an appropriate time if they do not wish to discuss in the lesson
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.

- Teachers should listen to pupils but not lead or further question the pupil.

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time.

If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted where necessary.

Monitoring and review

PSHE is the responsibility of all staff at Bowman however the PSHE/RSE subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of PSHE

Lead staff are expected to monitor the progress of pupils in PSHE through the school assessment system.