

PSHE Policy

Aims

The aims of this policy are to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and become informed, active citizens. We will ensure that all children have access to a high quality PSHE education which support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. This is in line with the aims of the New National Curriculum section 2.5: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Purpose

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them 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. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The purpose of PSHE is also to ensure pupils understand and demonstrate British Values:

- **Tolerance of those of Different Faiths and Beliefs**
- **Mutual Respect**
- **Individual Liberty**
- **The Rule of Law**
- **Democracy**

Entitlement

All children, regardless of circumstances, have the right to a high quality PSHE education as part of the curriculum. Our PSHE scheme is broad and balanced, is accessible to and meets the needs and interests of all pupils.

Structure

Each class teacher delivers the PSHE curriculum to their own class. This is generally delivered through a weekly lesson. Lessons usually take place in the classroom but where appropriate there is access to the hall and outdoor space. Some aspects of PSHE education will be met through

cross-curricular lessons and activities as part of our creative curriculum. PSHE is also delivered through whole school assemblies.

Curriculum content

Our PSHE scheme offers learning opportunities and experiences which reflect the increasing independence, physical and social awareness of learners as they move through the primary phase. PSHE is taught by active learning, enquiry, discussion and participation to allow learning opportunities to:

- be based on a culture of high expectation
- build on what learners already know, reflecting their expressed needs
- be developmentally appropriate and culturally sensitive
- allow time for learning to both take place and to be consolidated.

We follow a scheme of suitable circle games and self-esteem raising activities from the SEAL materials. Moral and spiritual issues are addressed in assemblies and through the general school ethos. Our scheme addresses the issues of personal safety. We ensure opportunities are available for children to confide in adults by providing named people who will help them. E.g. At lunch time you tell the dinner supervisor. At playtime you tell the Learning support adult. We also provide 'Nurture' to support individuals or small groups for structured and needs led sessions by a qualified ELSA member of staff. Our scheme addresses community, drug awareness, health, rules and laws, environmental issues, rights, government, fairness, justice and social behaviour which are built into our age appropriate planning cycle. This is used in conjunction with SEAL materials. All children and staff follow the school rules, classroom rules and behaviour rewards and sanctions policies of the school. The specific elements of how to behave responsibly are taught each term (SEAL). Children are taught about different religions and cultures.

Our scheme of study for health education, sex and relationships, personal safety, equal opportunities and drug awareness are addressed for each key stage. Every year of our two year cycle we do a half-termly project on Being Healthy/Keeping Safe. This is where we teach our Drug Education lessons which show progression and continuity from EYFS to Year 4. Every year we do work on SRE using our Lucinda and Godfrey lessons which show progression and continuity from EYFS to Year 4. As part of our work on relationships we look at LGBTI relationships at an age appropriate level. Every year we do work on Bullying which includes Homophobic and Cyber Bullying (ICT) this correlates in with the National Anti-Bullying Week. Every year we do a half-termly project 'Dragon's Den which develops children's economic awareness. Children are encouraged to take an active role in the community. On cycle A of a two year cycle we do a half-termly project called 'Eco-Warriors' (recycling materials). On cycle B 'Holywell Helpers' (work in the community).

Each class teacher is responsible for planning the medium term and weekly planning. Where appropriate, PSHE is delivered through a Creative Curriculum. Key skills, knowledge and understanding for the Three Core areas: 'Health and Wellbeing', 'Relationships' and 'Living in the wider world' of the New National Curriculum for PSHE are mapped across the school year and key stages to ensure continuity and progression. Curriculum coverage is reviewed yearly during whole school planning. SEAL, Anti-bullying, Drug and SRE resources are available to support teachers' planning and delivery.

Assessment strategies and record keeping

On-going assessment through self, peer and teacher evaluation informs future planning. A range of assessment tools are used to record achievements and progress in understanding. At the end of each half- term a 'Best Fit' Assessment Grid is completed by the class teacher to show the children's progress against the key learning objective. A copy of this is also given to the PSHE Coordinator for monitoring purposes. End of year Reports to Parents report on children's achievements in and attitudes towards PSHE.

Equal opportunities

All children can access PSHE in their own unique way, whatever their background or circumstances. We will ensure that PSHE is available and accessible for all our children.

Differentiation

All pupils are supported in their PSHE learning through curriculum content and presentation, which is matched to need.

Role of the subject leader

The subject leader will co-ordinate, monitor and evaluate all PSHE activity within the school. This includes reviewing the subject development plan with the staff and governors on a yearly basis, mapping a yearly overview of the subject, addressing staff training needs, auditing and maintaining resources, and disseminating any information to the leadership team and other staff. The Subject Leader has the opportunity to observe PSHE Curriculum delivery through undertaking a Learning Walk in conjunction when possible with the Governor for PSHE. This is then shared with staff and reported to the Governors. Any needs, CPD or resource are identified and addressed.

Resources

Teachers have their own PSHE Resources including: Health and Safety materials, SEAL materials, Drug Education lessons and resources, SRE lessons and resources. Some materials are stored centrally for all teachers to access as they need. Requests for new or replacement resources are referred to the Headteacher.

CPD and INSET training for staff

All staff delivering national curriculum PSHE are entitled to CPD. Staff training needs will be reviewed yearly.

PSHE Policy Produced

5th October 2017

PSHE Policy Review

Autumn 2019

Signed Chair of Governors **Date:**

