



Subject: PSHE

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This policy covers our school's approach to PSHE education in Early Years Foundation Stage, Keystage 1 and Key Stage 2. This policy has been written to ensure we are meeting the requirements of National Curriculum 2013. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Along with the National Curriculum framework, the DfE has also published a guidance document on PSHE education.

This policy and programme of study has been written after consultation with Hertfordshire advisors and in line with guidance from the PSHE association. Parents and carers will be informed about the policy through the school website.

1. Curriculum Aims

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

In addition, the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils, as Ofsted has set out. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for

children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

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.

Aims

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
- skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Curriculum content and planning

The Dfe guidance, published in 2013, states

PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while the DfE believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, schools are expected to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Following this guidance we have selected to focus on the three core themes, as suggested by the PSHE association:

- Health and Wellbeing
- Relationship
- Living in the Wider World

The overarching concepts which will be taught through these themes are:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
5. Diversity and equality (in all its forms)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

We feel that following this guidance we are able to deliver a developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Delivery of the curriculum

Each of the overlapping 'themes' will be taught through a spiral programme, revisiting yearly, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

The majority of objectives from the terms theme will be taught during weekly timetabled lesson in KS1 and KS2, however, many areas will see cross curricula coverage in other subjects as well as coverage through specific yearly events and collective worship time.

In the Foundation Stage, PSHE is addressed daily while working towards the three prime areas of learning and development as stated in the Early Years and Foundation Stage statutory guidance. These areas are:

- Communication and language
 - Physical development
 - Personal, social and emotional development
- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The foundation stage will also include PSHE topics of *New Beginning*, *Getting On and Falling Out*, *Going for Goals*, *Good to Be Me*, *Relationships* and *Good to Be Me*.

A range of teaching strategies will be used as appropriate. These will include: Circle time, role-play, discussion - whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and child initiated learning.

Teachers will identify and use the method most appropriate to ensure the lesson objectives are met by the whole class. Learners need to 'know about...', 'know how to...' and also 'be able to...'

Planning

Long term planning details the coverage of the subject over the year. It ensures that all 'themes' are covered and given the correct time allocation over the year. This plan also tries to take into account links with other subjects. (See Programme of Study - *Appendix A*)

Medium term planning details the coverage over each term or half term. The plans show learning objectives, activities to support them, differentiation and resources required.

Although year groups are required to cover the themes and objectives specified in the long term planning, teachers are encouraged to increase the time spent on objectives which are relevant to children in their current class. This is an important aspect of PSHE education as it is intended to be flexible to the past, present and expected future experiences of the children.

3. The role of the subject leader

- To improve outcomes for learners
- To lead reviews of the PSHE, SRE and drugs policy.
- To monitor planning and curriculum coverage across year groups through tracking objectives covered in each year groups and carrying out pupil voice on a termly basis
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.
- Report to SLT and FGB on provision and standards in PSHE

4. Assessment and recording

Assessment in PSHE is ongoing and informs future teaching and learning. Children are assessed at the end of each academic year against age related criteria.

5. Special needs and equal opportunities

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with
- communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and
- materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

6. SMSC and British Values

SMSC and British Values are regularly addressed through the teaching of PSHE.

Democracy

- By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. creating class expectations.
- By creating opportunities for pupils to exercise leadership and responsibility through membership of the JLT, House Captaincy and peer mediation.

The rule of law

- By exploring what is right and wrong.
- By explicit teaching of school rules and consequences of following/ breaking school rules.

Individual liberty

- By exploring meaning and purpose for individuals and society.
- By exploring our rights and responsibilities.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

- By developing an awareness of and responding to others' needs and wants.
- By developing resilience and inner strength.
- By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life
- By exploring how different cultures can offer great insights into how we lead our lives.

7. Resources

Resources are stored in a central resources area and teachers are encouraged to share useful 'online' resources with colleagues.

Each class has a PSHE class folder with example planning and PSHE overviews as outlined by the PSHE Association.

The resources will be replenished and updated in line with priorities identified in the SDP and within the budget for PSHE for that year.

8. Health and Safety

For safeguarding reasons, when teaching SRE, there must be 2 Lodge Farm staff present.

This policy links closely with school policies on:

- * Personal Safety
- * Drugs Education
- * Sex and Relationships Education
- * Science
- * SMSC
- * Collective Worship
- * Behaviour
- * Bullying
- * Equal Opportunities
- * Confidentiality Policy

9. Review procedures

Policy review in Autumn 2018 unless changes in statutory requirements.

