

Warstones Primary School



Personal, Social, Health and Economic Education (PSHE) Policy

Reviewed July 2022

Curriculum

Vision Statement

'To nurture a love of learning in a happy and caring environment.

To build a resilience for the future, a knowledge for life and enthusiasm for a positive future.

To live with respect and tolerance, to be able to contribute fully to their community.'

Every Child Matters Every Day!

1. Introduction

At Warstones Primary School, we see Personal, Social, Health and Economic Education (PSHE) as the centre of everything that we do.

PSHE is an important and necessary part of all learners' education. The promotion of learners' personal development, (including their social development) is a fundamental aspect of education.

Through our school curriculum, environment and ethos, we promote learners' emotional well-being and self-esteem and help them to form and maintain significant and rewarding relationships based on a respect for themselves and others, at home, school, work and in the wider community.

2. Delivery

Our PSHE education provision is mapped and planned effectively using primarily the PSHE Association Planning toolkit and resources (see Appendix 1). This is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils.

We allocate weekly one hour lessons to PSHE education, these lessons are delivered by our PSHE team.

Our wider provision of PSHE promotes opportunities to link British Values and Social, Moral, Spiritual and Cultural (SMSC) responsibilities. Along with our broad and balanced curriculum, with cross curricular links, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives).

Flexibility in the timetable allows for some of the objectives for PSHE education will be met outside of the allocated timetable lessons. This also allows us to respond to local, national and global events that may occur and allow us to responds to any such event in an age appropriate way. The distribution of lessons complements key dates throughout the year, such as; Anti-Bullying Week, Black History Month and Mental Health Week.

3. Early Years Foundation Stage (EYFS)

From the moment our children enter Early Years they are provided with experiences that nurture them and help them to grow into respectful, kind and thoughtful individuals. Our children form the foundations of their understanding of relationships, families, boundaries, negotiation, resilience, emotions, well-being, health and self-care. 'Personal, Social and Emotional Development' is one of the prime areas of learning within the Early Years curriculum and specifically aims to teach the children about 'Self Regulation', 'Managing Self' and 'Building Relationships'. When planning for the specific area 'Understanding the World' through 'People, Culture and Communities', teachers support children to learn to develop

positive attitudes to how we are different and ensure that the children learn about different religious and cultural communities.

Children learn through whole class teaching, adult led activities and most importantly through play. Within their play and exploration, children are equipped with the skills to turn take, negotiate and express themselves effectively. They are encouraged to persevere and persist when faced with challenges and develop the skills and confidence to trial new ideas until they are successful in achieving their goals. They are taught to listen to and value the views and wishes of others whilst recognising the significance of sharing their own thoughts and ideas.

4. Whole School Approaches

Many activities form part of our school routine that help promote children's self-awareness, self-esteem and confidence. These include:

- Celebration assemblies, where awards are given and achievement recognised.
- Displays of work that help to promote personal pride and celebrate achievements.
- Taking part in class assemblies, concerts and school performances.
- Assemblies though not all necessarily PSHE based, often encourages children to reflect, contemplate, share and appreciate the quality of relationships.
- The management of day-to-day incidents, which provide opportunities to raise awareness explore issues and generate more thought about future behaviour.
- Trips and school journeys, which foster independence and responsibility across the whole school community whilst supporting mental and physical health and well-being
- Groups, events and competitions, that build on team work and support the development of resilience.
- Fund raising, local issues, recycling, visitors etc., which help to provide important links with the community and the wider world. Children can learn how to become helpfully involved in the life and concerns of their neighbourhood, preparing them to be active citizens.

5. School Council

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that children must have a say in decisions that affect their lives. The School Council is a key element in the development of Citizenship within the school and allows the children an opportunity to voice their opinions, knowing that these are valued and respected. It is recognised that these views and opinions are an essential part of the continued progress and development of the school.

A school council representative is elected from Year 1 to 6 by their peers and are required to attend each meeting. The School Council encourages all children to take an active role in the life of the school by allowing them the chance to raise their concerns and ideas for formal discussion. It also allows children to be involved in the school's decision-making process and whenever reasonable, new ideas and initiatives should be put to the School Council for their input. Whilst providing children with a voice, the school council also increases participation and teaches children about democracy and accountability.

6. Assessment

As with all subjects at Warstones, there remain high expectations and standards regarding pupils' work in PSHE. Where possible, a baseline task is set at the beginning of PSHE lessons in order to determine pupils' prior knowledge. This will assist teachers in making effective judgment about personal development and progression within learning.

We will assess pupils learning and progression using the Programme of study objectives outlined by the PSHE Association, and use this document to follow the children throughout their school life so the progression is clear. We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum. We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

7. Confidentiality

Due to the nature of the topics covered in the PSHE education programme, all teachers will be made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality will be made explicit to pupils and ground rules will be discussed at the beginning of each PSHE lesson

8. Equal Opportunities and Inclusion

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils at Warstones Primary School will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate, activities will be differentiated to facilitate this.

9. Monitoring

The PSHE Curriculum Team is responsible for monitoring the quality of teaching and learning for this subject.

We monitor the effectiveness of our PSHE provision through:

- Learning walks
- Work scrutiny
- Pupil feedback
- Staff feedback
- Monitoring of planning

10. Training

We recognise the importance of appropriate staff training to enable staff to deliver effective PSHE. Staff will undergo required training as appropriate, ensuring that they are up to date with PSHE.

Other related policies and documents

- RSE policy
- Safeguarding policy
- Online safety policy
- Anti- bullying policy
- Behaviour policy
- Science curriculum