

# St Margaret's CE Primary School



## PSHE Policy 2021

|                            |                |                    |           |
|----------------------------|----------------|--------------------|-----------|
| <b>Written by:</b>         | Paula Bray     |                    |           |
| <b>Review cycle:</b>       | Every 3 years  |                    |           |
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## **Contents:**

### **1. INTENT**

#### Aims

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health, wellbeing and their understanding of what it is to be a responsible citizen. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At St Margaret's, children's wellbeing, happiness and safety are our first priority, and PSHE is one of the key ways in which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

RSE (Relationship, Sex Education) is taught through PSHE lessons. Please see the RSE policy for extra information on this.

#### Principles

PSHE (or circle time) is taught across the Primary age phase in a structure which is age appropriate in weekly lessons. The work is a mixture of verbal, physical, drawn and written tasks which enables a wide range of abilities and learning styles to access the curriculum and show their learning. The work is differentiated as needed.

### **2. IMPLEMENTATION**

#### Roles, Responsibilities and Resources

The subject leader, Paula Bray, oversees and manage PSHE. She has an overview of how the PSHE curriculum is taught across the school, advises and support staff with their understanding whilst ensuring that the subject is sufficiently resourced. She is responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught in the classroom, keeping up to date with both National and County priorities.

#### Organisation

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time / circle time
- Teaching PSHE through and in other subjects/curriculum areas
- Specialised assemblies
- Pastoral care and guidance
- Visiting speakers
- Themed days/weeks

PSHE lessons are taught in the most appropriate way for the age of the child. PSHE lessons are taught weekly in whole class groups.

The Early Years Foundation Stage (EYFS) follow the EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

Throughout the school, children work in a variety of different ways during the lessons including adult led groups, mixed ability groups, ability groups, paired work and independent learning.

### Planning and content

Planning in EYFS - please refer to the EYFS policy for more detail on the curriculum. Teachers in Early Years use the Revised Statutory Framework for the Early Years Foundation Stage to plan a unique curriculum that covers all aspects of learning including opportunities to develop their skills in Personal, social and emotional development. The Educational Programmes in the framework set out the activities and experiences for children under this area. Teachers use the Development Matters Non-statutory curriculum guidance to set out the pathways of children's development and provide checkpoints throughout the year to assess progress through these stages.

We follow the Kapow scheme of work, from years one to six, when planning our PSHE lessons, supplementing this with resources from other educational providers. Our activities focus on developing the children's understanding and skills of their personal, social, health and wellbeing which are at the heart of all our PSHE work. We adapt and blend the Kapow scheme according to the needs of the children and to fit in with the Christian ethos of our school. Our approach is based on revisiting key concepts and linking different areas of PSHE learning to subject areas and to the wider World.

### Links with other subjects

PSHE themes run through many subjects as well as through the general school organisation. The health, safety, environmental issues, puberty and sex education link to science. The environment, our responsibility as good citizens and our local community has strong ties with geography. Many of the moral and cultural aspects such as family and relationships link to Faith and Wonder lessons. There are many overlaps between PSHE and the speaking and listening aspects of English as questioning skills, debates and discussions (especially in KS2) are common within PSHE lessons. History enables the children to understand some of the complex issues such as racism, rights and responsibilities, law and stereotypes. A large number of PSHE objectives cover Digital Literacy which is all about being safe on the internet. The understanding of economic wellbeing also links with maths

### Spiritual, Moral, Social and Cultural understanding

All staff, with the support of parents and carers are consistently promoting, modelling and embodying the school's ethos and values. All staff recognise opportunities that can serve to develop and promote Spiritual, Moral, Social and Cultural (SMSC) in their classrooms and in other contexts. This sparks children's passion for learning, because they make connections, understand themselves better and begin to see more relevance in what they are being

taught.

### Knowledge and skills

The intent part of the EYS policy details the skills and knowledge at three checkpoints in the year e.g. by the Autumn, Spring and Summer and this is what the children will be able to do in the area Personal, social and emotional development. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

Our PSHE lessons follow the objectives laid out in the 2019 RSE Curriculum and the PSHE Association's Programme of Study for PSHE Education and the RSE. The Kapow scheme breaks down objectives into smaller steps which the children will cover using a wide range of approaches.

We adapt the lessons with a range of resources are used to enhance and personalise our curriculum as we recognise that each school is very different which results in the children all having different needs. Local and national data sources are used to inform our planning e.g. medical, police, social services etc. to identify wider trends in behaviour, attitudes and lifestyles. This helps to inform us of the needs of our pupils as well as consulting our parents staff and children. The teacher's also adapt the lessons to cater to the emotional, physical and intellectual needs of the children in their class.

### Wider opportunities

PSHE is an extremely broad subject with a wide range of objectives which are covered and enhanced by opportunities such as residential team building trips, school and class talent shows, competitions, school performances and community events such as May Day celebrations and the year six tea dance. We have many visitors ranging from the fire service, police and local environmental groups who address issues during lessons. Also, year six have a visiting group called 'The Big Project' which tackles issues such as domestic abuse and positive relationships. Community events which promotes our citizenship values include May Day and the Year six tea dance.

### Inclusion and Extension

Following observations and formative assessment tasks, teachers are able to plan work to challenge the children with their learning. Depending on the nature of the task, children will work in a variety of groups, with a partner or on their own. Discussions with parents, carers, other professionals may take place to ensure that the learning is suitable for children with specific emotional needs.

### Homework

Formal homework is not set for PSHE.

### Health and Safety

To protect our emotional health, rules as to how we behave during circle time/PSHE lessons are discussed at the beginning of lessons to ensure that the children understand that we need to listen to each other and show respect as we could be talking about personal and emotional issues. That some of the issues in the lessons are sensitive and therefore should not be discussed outside of the lesson.

Teachers expect the children to work safely when handling concrete manipulatives and act appropriately to their age range.

### **3. IMPACT**

#### **Marking and assessment**

Assessment against the Learning Objectives is carried out by class teachers and used to identify any areas of weakness or concern. These areas are then focussed on, either in subsequent lessons, or with 1:1 sessions (depending on the need of individual children). All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of relationship, personal and social development in individual pupils. It is the responsibility of individual teachers to identify pupils' progress which is well above or below that which is expected.

In years 1 to 6, class teachers informally assess the children's attainment in PSHE each half term/term as appropriate, looking at the objectives for the unit of work and noting those children who have exceeded with these or have not met them. This is recorded on a spreadsheet that can be used by teaching staff, subject leaders and SLT.

#### **Monitoring and evaluation**

The subject leaders, along with the SLT, are responsible for monitoring the standards of PSHE across the school by looking at planning, children's work, talking to children, learning walks and observations of classroom practice.

#### **Reporting to parents and governors**

Parents are informed about their children's achievement within PSHE in the end of the End of Year report. Any issues with their personal, social or emotional development would also be discussed at parent's evenings and throughout the term as needs through emails, educational platforms e.g. Seesaw and Tapestry, phone calls and face to face discussions with parents.

Subject leaders are required to feedback to the curriculum governors every year.