

Wilkinson Primary School PSHE Policy - Contents

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Introduction

This policy expresses the school's purpose for the teaching and learning of PSHE. It sets out the aims; planning of the curriculum and assessment and monitoring based on the PSHE programmes of study (POS) for Key Stages 1 and 2 set out by the PSHE association.

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Definitions

The following terms are used in this policy
PSHE – Personal Social and Health Education
SMSC – Social, Moral, Spiritual and Cultural
RSE –Relationship and Sex Education.
DT –Design and Technology
RE –Religious Education
EYFS –Early Years, Foundation Stage.

Context

Skills relating to PSHE are integral to the well-being both of individuals and of group of people, be that a family group, friendship group, work group or society as a whole. Human beings need to learn how to look after their own minds and bodies and how to live successfully and happily in societies whilst caring for the environment around them. Where children have not experienced positive relationships at home, they need to be exposed to these elsewhere. At Wilkinson we strive to provide this for all our children so that they can feel happy about themselves and happy growing up in and contributing to society as young people and adults.

INTENT

In **PSHE it is our intent that** all our children will aspire to be healthy, independent and responsible; understanding how they are developing personally and socially, give them confidence to tackle the issues that are part of growing up, understand their rights and responsibilities and develop their sense of self-worth.

IMPLEMENTATION

Purpose:

PSHE at Wilkinson promotes social, moral, spiritual and cultural development through the core themes of Health and Wellbeing, Relationships and Living in the wider world. Using the school motto of “Show Pride and respect in all that we do” and our school aim to “ASPIRE” children are helped to acquire a critical appreciation of issues of right and wrong, justice, fairness and rights and obligations in society. As well as this, PSHE helps equip children with the knowledge they need to make informed decisions about their health and to understand how their bodies and emotions change as they get older. Pupils are encouraged to consider their own views and opinions and respect those who hold different beliefs.



Curriculum coverage and progression:

At Wilkinson we follow the programmes of study set out by the PSHE association which can be found at: <https://www.pshe-association.org.uk/curriculum-and-resources>. The overarching concepts developed through the scheme are: identity, relationships, a healthy balanced lifestyle, risk, diversity and equality, rights, change, power and career. These are taught by developing the skills and attributes of interpersonal and social effectiveness, personal effectiveness, managing risk and decision making.

The curriculum is delivered in a thematic way following the school's ASPIRE vision. Each half term is linked to one of the themes: Achieve, Succeed, potential, Independence, Resilience and Excellence. The teachers follow the PSHE association objectives to plan relevant and meaningful learning opportunities suited to the children in their classes linked to these themes.

These learning outcomes of the programmes of study are taught through the Wilkinson aim of ASPIRE and our school motto: "Show pride and respect in all that we do". The links of what the children are learning to these are made clear to them in each sessions. Each Term the children will learn about one of the key PSHE themes:

- Health and wellbeing
 - Relationships
 - Living in the wider world
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- Elements of the statutory RSE curriculum are also incorporated into PSHE.

A more detailed breakdown of the objectives covered can be found in the document: An Introduction to PSHE at Wilkinson.

Throughout the year the children engage with planned activities designed to cover all aspects of the PSHE programmes of study but teachers are encouraged to choose activities that are tailored to their individual children.

Delivery of the Curriculum

PSHE is delivered in a three-fold way at Wilkinson: ASPIRE pauses, ASPIRE stops and ASPIRE throughout.

ASPIRE pauses: These happen at least twice a week but teachers are encouraged to have a pause more often, in response to the needs of the children in their class as they arise. A pause lasts for between 10 and 15 minutes and provide a valuable time to rehearse and practice PSHE themes skills and attributes as well as introduce new ideas or reflect on familiar ones. Activities are designed to engage children and motivate them to explore the PSHE themes. Staff choose activities from a selection given to them and there is space for both the children and staff to feedback on what they have learnt /practiced and how it will impact on them. Evidence for these sessions takes a variety of formats. These include, videos, photos, post-it notes, displays, brain storms etc. For a full list, refer to the relevant section in the PSHE folder.

ASPIRE Stops: Twice a term, each class will take an ASPIRE Stop. These are longer sessions lasting between 45 minutes to an hour where the PSHE themes can be explored in greater depth. Staff follow planning for these and again, evidence for these can be in a variety of formats. Planning covers all three of the core themes of PSHE, differentiated to the age of the child and the needs of the children. Staff are encouraged to choose the sessions that are most relevant for the children in their class. Both

staff and children have the opportunity to reflect on what they have learnt and how it will impact them and others.

ASPIRE throughout: The principles of PSHE run throughout school in the daily routines, procedures and teaching and learning. A breakdown of how the PSHE programmes of study are taught in these different aspects of school can be found in “An Introduction to PSHE at Wilkinson”.

Assessment:

The intent of assessment in PSHE is to ensure effective planning for the existing needs and skill sets and dispositions or personal attributes of the children. There are different ways in which PSHE can be assessed on a less formal basis than other curriculum subjects (photos, mood walls, personal or collective visual responses, discussion, mind maps etc.) and these tools are employed during and at the end of sessions.

It is as important that the children self-assess alongside the teachers as a large part of PSHE is about personal reflection and an understanding about why and how the children hold certain beliefs and values. After each session, staff and children have an opportunity to reflect on their learning and comment on the back of the assessment sheet. For a breakdown of the different methods of assessments used, please refer to the exemplars in the curriculum folder.

Early Years:

PSHE underpins everything in the EYFS curriculum. It is taught through all strands of learning, especially through PSE (Personal, Social and Emotional learning). For specific details, refer to the EYFS policy and planning documents.

Online safety:

Where ICT is used in PSHE, teachers will have planned and resourced content that is safe for the children. Online safety is covered as part of the PSHE curriculum and this complements what is learnt about in computing.

Monitoring:

The PSHE monitor the planning and delivery of PSHE in a number of ways so as to ensure that the children are receiving effective teaching of key knowledge skills in line with the PSHE curriculum.

Monitoring includes:

- Monitoring of planning
- Observation of lessons.
- Monitoring work produced.

- Pupil Voice interviews
- Monitoring of pupil and staff feedback on sessions.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for PSHE
- Sessions and resources are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEN in PSHE. Staff are aware that mixed ability pairings may be effective in certain circumstances but should be aware of a more able child dominating the pair. For PSHE, it is also true that a very academically able child may struggle with certain aspect of PSHE due to an SEN e.g. children with ASD or ADHD.

Resources:

Teachers are provided with activity sheets on which all resources that are required are listed. On line resources are kept on the staff server in the PSHE curriculum folder. Other resources are held by the PSHE team. General resources e.g. sugar paper, pens etc. are kept centrally in each base. Resources are chosen to reflect the cultural and ethnic diversity of Great Britain and to break down stereotypes.

Roles and responsibilities:

Those involved with the development of this policy and in management of the PSHE and RSHE curriculum include:

- Mrs C Meredith and Mr P Smith – Curriculum Leads organise training for relevant staff members and manage resources. They are responsible for designing the curriculum and monitoring its effectiveness, responding to this accordingly. They monitor coverage of both statutory and non-statutory requirements of PSHE. All this they report to the Governing Body and the Senior Management Team.
- Mrs Foster, Inclusion Manager and SENCo – works as part of the PSHE /RSE team and supports on the delivery of PSHE and RSE. Mrs Foster also sits on the Pastoral Team.
- Teaching staff and support staff are responsible for the delivery of lessons and key RSHE messages, alongside the school nurse. They also participate in and facilitate the pupil review

process integral to assessing children's response to the learning sessions. Teaching staff will receive ongoing training as required to support with delivering the curriculum.

- Miss C Duffield and Miss E Lane - Family Liaison Officers and Designated Safeguarding Lead - responsible for checking policy for safeguarding compliance and deal with SG matters should they arise. Miss Duffield also contributes to enrichment opportunities provided for children and parents by organising visitors coming into school as well as signposting parents to support services. Miss Lane works alongside Miss Duffield to facilitate and support her training for this role. Miss Duffield and Miss Lane also sit on the Pastoral Team.
- Miss D Brittain – Emotional Wellbeing Practitioner. She co-ordinates emotional support for the children who need it, signposting families and class teachers to the best support. She supports identified children on a daily basis. Miss Brittain also sits on the Pastoral Team.
- Mrs J Thomas - School Governor with responsibility for PSHE and RSHE and school nurse. Nurse Julie also delivers parts of the curriculum.
- Mrs C Gibbon - Head Teacher – responsible for oversight curriculum/policies, deals with issues concerning withdrawal.
- Ms Amanda Evans - Local Authority advisor supporting with subject development, sharing best practice, updating any national guidance/training, LA trends.
- Parents and Carers – supporting school in the delivery of PSHE and in underpinning the attitudes and values promoted in the curriculum. Responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.
- The children have a responsibility to be mindful and respectful of the views and opinions of the other children in their class. At the start of each year they agree a set of protocols for PSHE sessions and these are re-visited throughout the year.

Links to other Policies:

When considering PSHE at Wilkinson, you should also regard the following:

RSE policy

Behaviour policy

Anti-bullying policy

RE policy,

DT policy,
Science policy,
PE policy,
EYFS policy,
Safeguarding and child protection policy,
Digital safeguarding policy
Computing policy
Equality policy.

This policy should be read in conjunction with “An Introduction to PSHE at Wilkinson”. Which sets out the aims and objectives of PSHE and how the curriculum is organised. All of these can be found on the school website or by contacting the school directly.

Review:

- This policy will be reviewed annually by the PSHE subject leaders and leadership team and shared with the school community.