

Personal, Social and Health Education (PSHE) Policy

Broadmead Primary School

Date written: February 2022

Review date: February 2024

Aims

- ❖ To raise self-esteem by encouraging children to think positively about themselves and build on their strengths to develop positive attitudes, morals and values (including use of personal goals).
- ❖ To encourage children to take responsibility for their actions by setting themselves goals, pursuing their interests and evaluating their own work and behaviour. We aim to provide children with the necessary skills to become reflective, self-motivated learners.
- ❖ To promote community cohesion by encouraging children to look beyond the boundaries of the school environment, therefore broadening their understanding of the local and wider community.
- ❖ To build and sustain positive relationships with peers and adults, understanding the importance of mutual respect whilst thinking critically about issues relating to themselves, others and the world around them.

National Curriculum

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The PSHE education programme is to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'

Teaching and Learning

PSHE is a statutory requirement and we have dedicated time allocated to PSHE. PSHE is taught with clear learning objectives and is a subject that is developed as pupil's progress through the school, building on previous knowledge and understanding. At Broadmead School, PSHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education. All aspects of citizenship, as required in the National Curriculum programme of study are addressed in the PSHE curriculum. This covers five areas of knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.
5. Breadth of opportunities.

As well as the designated time for effective provision of PSHE, there will be other Teaching and Learning opportunities

- Circle Time
- School initiatives such as a 'Whole School Health / Science Week'
- Community Projects
- Relationships Education (SRE)
- Physical Education
- Religious Education
- Residential Visits
- Drama
- Acts of Collective Worship

- Science
- School Council
- Sports Champions
- Golden Ties

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners. Teaching takes place in a variety of ways, but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic, but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media.

Use of Outside Visitors to Support PSHE

PSHE at Broadmead School is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced using outside agencies and professionals to support the learning. This includes support from school nurses, support agencies, theatre companies, and recommended other support agencies, such as the NSPCC, London Transport Police and Metropolitan Police.

Any use of outside visitors is in line with school policy and procedures. When any aspect of the PSHE programme is being led by an outside agency, the class teacher will also stay in the room, to ensure that learning from the session can be followed up appropriately and to reassure pupils that the class ground rules are being honoured.

Planning

At Broadmead School, we follow the IPC Curriculum supplemented by the KAPOW scheme of work, which covers important themes including health and safety, dealing with change, bullying and economics. The themes covered during PSHE sessions equip children with the skills needed to better tackle real life problems. We have planned a PSHE curriculum that is relevant to our children and their current needs while preparing them for their future. It aims to be broadly based and balanced, developed to promote the well-being of all our pupils. Our PSHE curriculum is not planned in isolation. It makes real and relevant links to many other subjects and policies such as safeguarding, equal opportunities and behaviour. Where possible, cross curricular links are made so that PSHE themes run through the whole curriculum. Weekly assemblies compliment teaching and learning in other subjects, as well as understanding and managing children's mental health and wellbeing. These link closely to our school values. Pupils are taught about developing positive attributes, such as self-confidence and resilience. Assemblies reflect calendared events, such as Mental Health Week and Anti-Bullying week, where pupils are given opportunities to continue the learning within the classroom.

Cross curricular Links

ICT is incorporated into the PSHE curriculum where possible. It is used to support the teaching of stories and topics via the interactive whiteboard, to show videos and pictures to provoke discussion and where appropriate, the children will be given the opportunity to carry out their own research for learning with use of laptops and iPads.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study:

- *English*: Skills and enquiry and communication; stories that illustrate aspects of personal and social development.
- *Mathematics*: Aspects of financial capability; counting and sharing.
- *Science*: Drugs (inc. medicine); sex; health; safety and the environment.

- *Design and Technology*: Health and Safety; healthy eating; realising that people have needs as they generate design ideas; use of technology.
- *ICT*: Communicating with others via the e-mail; finding information on the internet and checking its relevance.
- *History*: Use of sources; reasons for and results of historical events, situations and changes; diversity within society studied; significant people, events, ideas and experiences of people from the past.
- *Geography*: Topical issues concerning environment, sustainable development, land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*: Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: Making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression.
- *PE*: Teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports.
- *RE*: Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. SEAL and Every Child Matters.

Equal Opportunities

At Broadmead School, we are committed to inclusion in all its aspects and ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the curriculum. To achieve this, we provide a differentiated curriculum and, where possible, additional support.

PSHE includes the study of culture, ethnic diversities, physical differences, and different life experiences. Through such study children can acquire an understanding of, and respect for, other people and their values regardless of gender, race, and culture.

It is also important that the views of the child are taken into consideration and schools should do this when reviewing PSHE policy, for example by asking their school council what they think is important for them to learn about as they grow and how the school can help them understand how to be healthy, respectful and responsible citizens.

Assessment and reporting

Assessment is key to learning. Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. Teachers also use the Cambridgeshire PSHE learning outcomes, to assess pupil progress. End of Key Stage assessment in PSHE is matched to the requirements set out in the DfE statutory guidance.

In Key Stage 2, pupils are expected to evaluate their learning in PSHE in a variety of ways. At times, this will include written work but the majority of PSHE assessment will be in the form of discussions, photos, and personal reflection. This relies heavily on teachers noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in PSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of PSHE.

Monitoring and review

Monitoring will be carried out in line with the school assessment policy by the PSHE co-ordinator and Senior Leadership Team. The subject leads will consult with class teachers on how PSHE is going. It is not appropriate for subject leads to always focus on monitoring pupils' books in PSHE but may require a more collaborative approach with teachers e.g. learning walks. Observations and planning scrutiny are used to ensure consistency throughout the school and that current and relevant areas are being accessed.

Equipment and resources

Teaching takes place in a variety of ways, but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include individual work; group work; discussions; research; writing; drawing; use of IT and media. Related reading materials are ordered for year groups to link with calendared events and kept within year groups. All classes have a 'Worry Box' OR 'Worry Monster' where pupils can add any worries they may have and these are checked daily by the class teacher. These are to encourage children to share their thoughts and feeling and to support the children's wellbeing.

Health and safety

Staff members will act in accordance with the school's Health and Safety Policy at all times.

Parents

Parents will be informed of their children's work and attainment in PSHE through: -

- Half termly topic letters
- The annual report to parents during the summer term
- Termly parent-teacher interviews
- The school website

Other policies to be read in conjunction with this policy

- Equal opportunities / Inclusion
- Teaching for learning
- Assessment
- SEND policy
- RE
- Relationships Education (SRE)
- Bullying

Our aim is for pupils to become healthy, independent and responsible individuals both in school and in the wider community. We encourage a thirst for new challenges and experiences to make confident and successful learners.