

Woodlands Primary School

PSHE Policy



Written by	Tracie Brown and Julie Newble
Date for Review	Spring 2020
Signed – Headteacher	

This policy has been impact assessed by Mary Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Legal Requirements

Curriculum 2014 states all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

Aims and Objectives

At Woodlands Primary School, we believe that personal, social, health and economic education (PSHE), enables children to become healthy, independent and responsible members of society. We attempt to provide children with the tools to understand how they are developing personally and socially and whilst doing so allow them to be able to successfully tackle many of the social, moral, spiritual and cultural issues that are part of growing up. In using 'Every Child Matters' as a foundation on which to develop the children's PSHE skills we aim to focus on well-being and growth mindset to enable children and young people to embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. In terms of economic well-being and financial capability, we aim to teach young people to develop as questioning and informed consumers and learn to manage their money and finances effectively.

We want our children to be confident, self-motivated individuals who understand their rights and responsibilities within a diverse multi-cultural society.

1.1 Through PSHE, we aim for all learners to:

- Know and understand what constitutes a healthy lifestyle (in line with the National Healthy Schools guidance)
- Be aware of safety issues
- Understand what makes a good relationship with others
- Have respect for other people
- Be independent and responsible members of the school community, demonstrating behaviours adopted in our school values
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Gain the knowledge, skills and understanding to play an effective role in public life.
- Learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy.
- Play an active role in the life of their schools, neighbourhoods, communities and wider society as active citizens.
- Equip children and young people to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK.

Teaching and Learning Style

2.1 We use a range of teaching and learning styles within PSHE. We place an emphasis on active learning by including the children in discussions, investigations and practical problem solving activities. Active citizenship is promoted with teaching and learning, embracing pupil voice and involvement. We utilise the strengths/expertise of others in the school and the wider

community with incoming visitors, e.g. local PCSO, paramedics and vet, planned to enhance learning. We consistently attempt to identify pupils' needs using student surveys to assess areas for development.

PSHE curriculum planning

- 3.1 PSHE is taught in a variety of ways. Where possible we make links with other subjects, using a cross-curricular approach, enabling learning to be put into context. Due to the strong link with PSHE and PE, we aim to continuously promote healthy lifestyles and this is reinforced in science across Key Stages 1 and 2 in 'Animals including humans'. We also provide many opportunities for the children to be active especially through our continued investment into the healthy schools scheme and being an ecologically friendly school. Thus, allowing the children opportunities to develop skills as a citizen. R.E. and PSHE are also often linked to maximise understanding but there are other times where we teach PSHE discretely.
- 3.2 PSHE aims to build on existing good practice: our active 'School Council' discuss whole school matters and Year 5/6 children develop empathy and team building skills on school residentials and our Playground Pals build peer mediation skills.

Teaching PSHE to children with special needs

- 4.1 Equality and diversity requires a whole-school approach. Therefore, PSHE is taught to all our children, regardless of ability. Work is differentiated and matches the needs of all pupils. Personalised Provision Plans (PPPs) are taken into account and support is identified where appropriate. PSHE also provides an opportunity to raise awareness of the needs of particularly vulnerable children and young people such as Children in Care (CiCs), Young Carers and those who experience domestic abuse. Support for children and young people from all backgrounds is highly valued with PSHE often providing opportunities to sensitively address these issues and build understanding as well as opportunities to signpost to support and advice.

Assessment and Recording

- 5.1 Teachers assess the children's knowledge and understanding of PSHE through observations and classroom discussions. Levels of confidence, team participation, social and communication skills are continually assessed throughout the year and are recorded in the pupil's end of year report.
- 5.2 Personal achievements are shared in the school's weekly newsletter and Gold Star Assembly allows achievements, positive role models and examples of growth mindset to be celebrated.
- 5.3 Teachers complete a well-being assessment (derived from the Leuven Scale) 3 times a year before PPR meetings. This provides a unique set of assessment results for each child and allows individual, as well as group needs, to be addressed in the next phase of learning.

Resources

- 6.1. We keep resources including those for teaching sensitive issues for PSHE in the PPA room and we have additional resources in the library. Additional resources are kept in emotional support room especially those relating to bereavement and emotional literacy.

Monitoring and Review

- 7.1.1 The PSHE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leaders are also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Links to other Policies

- 8.1 This PSHE policy should be read in conjunction with the Health and Safety, Drugs Education, Bullying, R.E, Acts of Worship, Science, Healthy Schools, and Relationships & Sex Education Policies.