



## PSHE Policy

## **Rationale**

Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. PSHE enables students to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning. Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up (PSHE Matters 2018).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully in the life of the school and community. We are aware that children learn a lot from the overall ethos of the school, from attitudes of staff and from their relationships.

Alongside the teaching of PSHE, the role of British Values also plays a prominent part. Again, this is a whole school approach not restricted to the classroom. We use Picture News, whose resources are designed to provide opportunities for children to learn from our world and develop respect for other's beliefs, feelings and faiths. They encourage exploration, discussion, challenge and inspire children to learn. The weekly resources are included in each class's British Values display and are introduced in a weekly assembly to promote discussion around the topics, which are featured in the current news.

## **Intentions**

The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues

- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance

### **Relationships and Sex Education (RSE)**

See the RSE Policy for further details of how we meet this responsibility.

### **Teaching and Learning**

The PSHE curriculum is based around the Derbyshire County Council’s ‘PSHE Matters’ framework.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Y3</b>	Being Healthy	Difference & Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
<b>Y4</b>	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
<b>Y5</b>	Being Healthy	Difference & Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
<b>Y6</b>	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

The units have been separated into half term, so each half term has a specific focus. The framework can be adapted for mixed-age classes as the units repeat and extend knowledge in Upper Key Stage 2. Please see below due to mixed Year 3/4 from 2023-2024:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Year 1 of Y3/4	Being Healthy	Relationships	Exploring Emotions	Differences and Diversity	Being Responsible	Bullying Matters
Year 2 of Y3/4	Drug Education	Growing Up	Changes	Being Me	Money Matters	Being Safe

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the value focus are given on the PSHE curriculum.

### **Planning**

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs.

Teachers consider to following when planning a lesson:

- Establishing any ground rules such as respecting others' ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PHSE teaching strategies will incorporate varied activities such as:

\* Circle Time \* group discussions \* debate \* role play \* co-operative tasks \* creative writing  
\* artwork \*mind-mapping \*class and group discussions \*questioning \*media such as videos / pictures

PSHE lessons are recorded in a class PSHE book. This book will evidence the learning intention for the lesson and photos / ideas / thoughts taken from the lesson.

### **Implementation:**

PSHE will be delivered by the class teacher with the support of the PSHE leader, as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, yellow day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected to the School Council, become Mental Health Ambassadors, and are encouraged to express their opinions.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

In addition, we also use Picture News, whose resources are designed to provide opportunities for children to learn from the world and develop respect for other's beliefs,

feelings and faiths. They encourage exploration, discussion, challenge and inspire children to learn. Each class has the weeks

### **Assessment**

At Spire Junior School, teachers integrate effective AFL in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE units. If children are thought to need additional support in an area, they will receive this by working with either the class teacher, the pastoral team, ELSA and Lego-therapy. The work the children do will serve as a record for classes working on each of the units. This is recorded in the whole class PSHE book.

### **Marking and feedback**

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

### **Equal Opportunities and Inclusion**

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

### **Roles and Responsibilities**

The teaching of PSHE is the responsibility of all teachers within the school. The headteacher and PSHE lead have responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of PSHE throughout the school.

The PSHE co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

### **Review**

This policy and the associated PSHE curriculum will be reviewed by the PSHE co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of PSHE, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.