

## Padbury CE School PSHE Policy

### **OUR VISION**

Aspire, Achieve and Grow Together.

'Our purpose is to foster a Love of Learning within a nurturing Christian community in a way that enables every child to be the best that they can be and to flourish in an ever-changing world.'

Through a positive caring environment, we provide the opportunity for every child to reach their full potential and be the best that they can be. We are a Church of England school and we embrace Christian values which support our vision to ensure that all children are ready for their next steps in their journey through life.

### **PSHE Vision:**

To ensure children are confident and comfortable to express their emotions and opinions and are able to respect both themselves and those around them.

### What we believe

At Padbury we believe that PSHE helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. We also believe that building resilience in our children and instilling the core British values helps to prevent any form of radicalisation.

### Aims

#### Through our PSHE curriculum, we aim for our pupils to:

- Develop spiritually, morally, socially and culturally
- Develop self-confidence and self-responsibility
- Understand and implement our British Values
- Value themselves and others
- Acknowledge and appreciate difference and diversity
- Be independent, responsible and active members of the school and the local community
- Learn to make informed choices
- Be prepared to be positive and active members of a democratic society
- Understand what constitutes a safe and healthy lifestyle
- Develop the ability to form good relationships
- Understand and manage their emotions
- Have opportunities to consider issues which may affect their own lives and/or the lives of others
- Have the confidence to speak up when they feel something is not right

## Planning, teaching and learning

The PSHE Association has created a programme of study which has been split into three core themes, Health and Wellbeing, Relationships and Living in the Wider World. We have used this programme of study to develop our PSHE Education programme which is planned on a two-year rolling cycle and these themes will be covered throughout each year. PSHE topics are linked closely to other curriculum areas where possible to give children a wider context for their learning. The lesson objectives have been devised in such a way that the learning skills for each year group are progressive and age appropriate. Being part of the PSHE Association ensures that resources we use have been quality checked by them.

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- PSHE activities and school events, e.g. Children's mental health week
- Pastoral care and guidance
- Visiting speakers, e.g. NSPCC

## Equal Opportunities and Inclusion

PSHE can make a considerable contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils at our school will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate, activities will be differentiated to facilitate this.

## Assessment, Recording and Reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through observations, evaluations, or photographs/videos.

In Key Stage 1 and Key Stage 2, class teachers make use of ongoing observations to assess children's progress in PSHE. At the beginning of each new PSHE topic, class teachers share the topic for the half term with the children and then they carry out activities, such as mind-mapping, to identify what they already know. At the end of the half term, children return to this to reflect and discuss what they have learnt. This helps both teachers and pupils to see clear progress and allows teachers the opportunity to address any misconceptions.

Class 'Big Books' are used to record children's learning journey in a variety of forms, e.g. photographs as well as written work and quotes from discussion. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this.

Class teachers complete a PSHE assessment at the end of each topic. These assessments are used to judge each child's attainment in PSHE which is reported to parents annually.

## Monitoring and Evaluation

The Head teacher and PSHE co-ordinator are responsible for monitoring the standards of the children's progress and achievement, and quality of teaching. PSHE is included as part of the school's monitoring schedule. We will check that all appropriate topics are being taught and will spend some time speaking to the children to ensure they feel safe and confident within their PSHE lessons.

PSHE Education – Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A	How do we decide how to behave?	How do we show our feelings?	How do we keep safe in different places?	How do we grow up?		How can we help?
KS1 Cycle B	What makes us special?	What is the same and different about us?	What is bullying?	How can we be healthy?		What can we do with money?
LKS2 Cycle A	What are the rules that keep us safe?	How can we be a good friend?	What can we do about bullying?	How do we grow and change?		What are we responsible for?
LKS2 Cycle B	What jobs would we like?	How can we keep safe in our local area?	What is diversity?	How can we describe our feelings?	How can we eat well?	How can we manage money?
UKS2 Cycle A	How can we be safe online and using social media?	What choices help health?	What are Human Rights?	What makes a healthy and happy relationship?	How are resources allocated?	What makes us enterprising?
UKS2 Cycle B	What does discrimination mean?	How can we manage risk?	What makes a community?	How can we stay healthy?		How can money affect us?

**Health and Wellbeing** – Healthy lifestyles, Growing and Changing, Keeping safe

**Relationships** – Feelings and Emotions, Healthy Relationships, Valuing Difference

**Living in the wider world** – Rights and Responsibilities, Environment, Money

**Date of Policy:** January 2020

**Date of Review:** September 2022