

Padbury Church of England School PSHE Policy

OUR VISION

'To shine like lights in the world to be the best that we can be.'

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 programme of study has been split into five core areas:

Family and Relationships
Health and Wellbeing,
Safety and the changing body
Citizenship
Economic Wellbeing

We use Kapow to deliver units or work for these key areas over a two-year rolling cycle. 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.

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time weekly.
- 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 alongside a planned assessment at the end of each Kapow unit. 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 to assess prior knowledge such as never heard the word grids to develop vocabulary and quizzes. At the end of the half term, children complete an assessment which draws together the key end points in learning for that unit. This assessment alongside observations support teachers to form their judgements and identify 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.

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

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1/2	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1/2 (A): Families and relationships	Y1/2 (A): Health and wellbeing	Y1/2 (A): Safety and the changing body	Y1/2 (A): Citizenship	Y1/2 (A): Economic wellbeing	Y1/2 (A): Transition
Year 3/4	Introduction: Setting ground rules for RSE & PSHE lessons	Y3/4 (A): Families and relationships	Y3/4 (A): Health and wellbeing	Y3/4 (A): Safety and the changing body	Y3/4 (A): Citizenship	Y3/4 (A): Economic wellbeing	Y3/4 (A): Transition
Year 5/6	Introduction: Setting ground rules for RSE & PSHE lessons	Y5/6 (A): Families and relationships	Y5/6 (A): Health and wellbeing	Y5/6 (A): Safety and the changing body	Y5/6 (A): Citizenship	Y5/6 (A): Economic wellbeing	Y5/6 (A): Transition

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1/2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y1/2 (B): Families and relationships	Y1/2 (B): Health and wellbeing	Y1/2 (B): Safety and the changing body	Y1/2 (B): Citizenship	Y1/2 (B): Economic wellbeing	Y1/2 (B): Transition
Year 3/4	Introduction: Setting ground rules for RSE & PSHE lessons	Y3/4 (B): Families and relationships	Y3/4 (B): Health and wellbeing	Y3/4 (B): Safety and the changing body	Y3/4 (B): Citizenship	Y3/4 (B): Economic wellbeing	Y3/4 (B): Transition
Year 5/6	Introduction: Setting ground rules for RSE & PSHE lessons	Y5/6 (B): Families and relationships	Y5/6 (B): Health and wellbeing	Y5/6 (B): Safety and the changing body	Y5/6 (B): Citizenship	Y5/6 (B): Economic wellbeing	Year 5/6 (B): Transition