

# ***Woodcroft Primary School***



**PSHE Policy  
(Personal, Social, Health and Economic  
Education)**

**Audience:** All staff

**Approved by School Governors:** May 2024

**Date of issue:** June 2024

**To be reviewed:** June 2026

## **Mission Statement** ***'Together Towards Success'***

**Together** We aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

**Towards** an outstanding school that provides an enriching and creative learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

**Success** is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community.

### **Description of the Setting**

Woodcroft Primary School is situated in Barnet. It is a school for boys and girls aged 4 to 11. Our pupils come from both single and dual parent families. There is a wide social and ethnic mix and very varied family backgrounds. 44.5% of the pupils have free school meals and 17.3% have Special Educational Needs (much higher than the national average).

### **Policy Formation and Consultation Process**

- This Policy has been formulated and developed under the guidance of the Governors and the Head Teacher.
- The previous PSHE & C Policy, Ofsted Report and Inclusion Policy were all reviewed.
- The PSHE Coordinator ran a number of PSHE INSET's for teachers when teachers were also consulted on the original Policy.
- Consultation with the school nurse.
- The Policy is written in accordance with local guidelines and is linked to related school policies on SRE and Drugs Education

### **Links to other School Policies**

This policy should be read in conjunction with the following school policies:

Child Protection and Safeguarding Policy ✓  
Behaviour Policy ✓  
Online Safety Policy  
Equality Policy ✓  
SEND Policy ✓  
Drugs Policy  
Health and Safety ✓  
Anti-Bullying Policy ✓  
Emotional Wellbeing and Mental Health Policy

## **Compliance with Requirements**

The updated statutory guidance from the DfE in 2021 states that "Personal, social, health and economic education (PSHE) is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum."

To meet the DfE requirements we have incorporated Barnet's PSHE and Wellbeing Framework for Primary Schools (HEP) Health Education Partnership and the PSHE Association into our curriculum. Barnet's scheme meets the DfE and the PSHE Association requirements through the three core themes of Health and Wellbeing, Relationships and Living in the Wider World.

## **Aims and objectives**

At Woodcroft Primary School our aims and objectives are to provide our pupils with the knowledge, understanding, attitudes, skills and values they need in order to reach their full potential as individuals. Our pupils are encouraged to take part in a wide range of activities and experiences across the curriculum contributing fully to the life of Woodcroft and the wider community. These experiences provide our pupils with opportunities to reflect and understand how they are developing personally and socially and more able to deal with many of the spiritual, moral, social and cultural issues that are part of growing up. At Woodcroft we have incorporated Personal, Social, Health and Economic Education into our curriculum using Barnet's PSHE and Wellbeing Framework for Primary Schools (HEP) Health Education Partnership together with the PSHE Association.

The school will work towards these aims in partnership with parents and carers.

The aim of the policy is to clarify the content and manner in which PSHE is taught in this school.

## **Moral and Values Framework**

The teaching and learning of PSHE will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self;
- Respect for others;

- Responsibility for their own actions:
- Responsibility for their family, friends, school and the wider community.

### **Definitions**

- Personal and social skills are found among the key skills, which underpin learning across the curriculum. Pupil's overall personal development therefore, is achieved across and beyond the curriculum. It is not an outcome of PSHE lessons alone. These help to develop skills within certain contexts, which are most often underdeveloped in the subject curriculum.

PSHE Contexts:

- Relationships
- British Values
- An exploration of the fundamental questions of life (links with the R.E. Curriculum)
- Cultural awareness
- Health
- Self Esteem
- Self-belief
- The Environment

### **Equal Opportunities**

Woodcroft Primary School is committed to its Equal Opportunities Policy. We aim to provide equal access to the curriculum regardless of gender, race, ethnicity, ability, disability or background.

### **Inclusion:**

*Together* we aim for all our pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices; creating a secure, accepting, collaborative community where everyone feels valued.

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*Towards* an appropriate curriculum for everyone; where we accept our responsibility to provide broad and balanced learning experiences for all pupils, and groups of pupils, based on the three principles set out in the National Curriculum of: Setting suitable learning challenges, responding to the diversity of needs and overcoming potential barriers to learning and assessment.

*Success* is expected for every pupil, to reach their full potential, recognising their own strengths and celebrating the achievements of others.

### **Resources**

- The PSHE Coordinator is responsible for purchasing, collating and maintaining all PSHE resources.
- Resource list available from the PSHE Coordinator.

### **Planning, Assessment and Evaluation**

- The aims and objectives of PSHE are in line with the school's existing assessment and planning policies.
- The school's Code of Behaviour, School Rules, Personal Point System, Behaviour Management System and Achievement Assemblies, all contribute towards encouraging our pupils to become responsible members of the school and community.
- The PSHE Coordinator will be responsible for carrying out an annual review of the PSHE programme and resources throughout the school.

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### **PSHE Guidelines**

#### **Planning**

Each year group will follow the PSHE Scheme of Work and the AIM@Woodcroft programme. (See Appendix and outline on the school website)

This programme integrates:

- PSHE class posters together with guidance following SEAL, religious festivals and national events
- School Assemblies
- Class Assemblies
- Circle Times and Class Workshops
- School Events
- Religious and Cultural Events
- School's Creative Curriculum

### **Classroom Management**

Classes following the Aim@ posters accompanied by guidance, group and individual activities, discussions, role play and structured games form a large part of PSHE. Pupils are encouraged to discuss their learning and share their opinions. Discussion can take place in small groups, pairs or a whole class situation; this will depend on the nature of the discussion and the needs of the pupils and will be decided by the class teacher in line with Aim@ posters and SEAL units. Whole class discussions may take place in the form of 'Circle Time' to give every pupil the opportunity to speak and be listened to in a comfortable environment. 'Circle Time' is used as a teaching strategy and is part of the AIM@Woodcroft Programme for PSHE. When used to solve class issues 'Circle Time' should follow the structure set out by Jenny Mosely.

### **Equal Opportunities**

Pupils come to the subject of PSHE with wide ranging levels of knowledge and understanding, from different home backgrounds and varying attitudes. The aim is to provide a secure environment where all pupils feel valued, which enables children to develop a level of understanding appropriate to their needs at the time. Teachers need to be prepared to deal sensitively with questions and issues and make themselves available to all pupils.

### **Inclusion**

Every class will have vulnerable pupils and those with Special Educational Needs. These needs include: learning needs, emotional/behavioural needs and physical/sensory needs.

Consideration may need to be given to:

- Suitability of work – does the work require adaptation? Would the pupil benefit from support from peer/teacher?

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- Specific issues relating to a physical/sensory condition – are outside agencies required at this time?

### **Resources**

PSHE resources will be provided for each year group (posters, relevant books, DVDs and general resources). Please see the PSHE Coordinator for any further requests.

The resources used to teach PSHE must be regularly monitored to ensure that they promote positive images in relation to gender roles, race etc.

Additional resources are available on the school server: Curriculum Areas, PSHE 2015-2016.

### **Parental Involvement**

As with all areas of children's learning we need the support of parents and carers to help with the development of their child's knowledge and understanding.

The PSHE Policy and Guidelines will be reviewed yearly by the PSHE Coordinator and updated as necessary.

**Signed: Richard Burrow**

**Date: May 2024**