

# PSHE Curriculum Policy

## Simonside primary School

Subject Leader: Emma Lowe

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### Overview

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. The DfE however states in section 2.5 of the national curriculum framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.'

### Framework

In absence of a new programme of study, Simonside Primary School has decided to adopt the programme of study developed by South Tyneside Council. The programme is called the One Life Plan.

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development and should be read in conjunction with these.

### The Purpose of the Policy

At Simonside Primary School, we believe that education in PSHE and citizenship

enables children to become healthier, more independent and more responsible members of society.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

The teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') - that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

## Aims of this Policy

We have a whole school approach to PHSE which incorporates a range of experiences to promote the personal and social well-being of our pupils. Our PHSE policy aims to equip our pupils to be more informed, confident and skilled in order to take an active and responsible part in society.

- To equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities, and acquire, evaluate and apply appropriate knowledge and understanding
- Develop pupils' self-esteem and personal responsibility
- Prepare pupils for the challenges, choices and responsibilities of work and employment and lifelong learning
- Empower pupils to participate in their communities as active citizens and to develop a global perspective
- Assist pupils to live healthy and fulfilled lives
- Foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally
- Offer a range of experiences to foster self-esteem and emotional literacy enabling them to become more effective, informed and responsible adults.
  - To know and understand what constitutes a healthy lifestyle.
  - To be aware of safety and risk issues.
  - To understand what makes for good relationships with others.
  - To develop social skills to enable successful relationships with all

members of their community.

- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self-confidence and self-esteem
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

## Roles and Responsibilities

Each class teacher is responsible for delivering the One Life Plan topics to their class and being aware of where extra lessons and learning is required to cover aspects omitted from the plan.

## The Subject Leader

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year
- Attending INSET and providing staff with appropriate feedback.

## The Staff

- Each class teacher is responsible for delivering the One Life Plan topics to their class and being aware of where extra lessons are needed to cover aspects omitted from this plan..

## The Pupils

- To use the opportunities presented by this programme to expand their knowledge, skills and relationships to the best of their abilities.

## The Parents

- We welcome the contribution parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHE programme and their child.

## The Governors

- The Governors are an integral part of the School, and therefore take an active interest in the programme, as well as having responsibility for ensuring the good running and governance of the programme.

## Curriculum Organisation and Resources

We teach PSHE and citizenship in a variety of ways. Sometimes, we teach PSHE and citizenship as a discrete subject, for example when considering nutrition. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects.

Also, as there is a substantial overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons. Also due to our "Immersive" curriculum, we are able to cover elements of PSHE for example having links with the wider community.

At Simonside Primary School the PSHE curriculum is delivered in a variety of ways, with teaching styles being adapted to best suit the chosen activity, class, group or individual's requirements.

Children develop best when involved in their learning through the process of exploration and enquiry, problem solving, the interpretation of findings and communication.

Experiential learning is at the heart of the PSHE curriculum and as such is central to our planning. This is especially appropriate since PSHE is not only concerned with a body of knowledge but also with a process in which the pupils themselves, their experiences and opinions, are the subject of learning.

We try to include the following features in our delivery of PSHE:

- The teacher is a facilitator who is willing to learn alongside the pupils.
- A positive and secure learning environment is established with ground rules that

- Ensure respect, reassurance, support and commitment.
- Pupils are active participant's not passive listeners.
- Learning opportunities create challenge not stress.
- Collaborative learning is encouraged.
- Group work occurs whereby the group is the 'instrument of learning' and growth.
- A variety of activities are provided to cater for different learning styles.
- Pupils have ownership of the learning and accepting some responsibility for it.
- Empowerment is seen as a central concept so that pupils are better equipped to take greater charge e.g. the school council representatives from each form meet regularly to discuss school matters.

## Planning for PHSE

The One Life Plan scheme of work that we follow at Simonside includes a breakdown of possible weekly topics for each half term. Included in each half term are six possible teaching elements. A PSHE lesson is timetabled on a fortnightly basis, as well as short sessions (for example using a circle time game) throughout the week and class assembly time. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant. In Early Years Foundation Stage, Medium Term Planning is drawn from the EYFS curriculum and development matters; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning.

## The Teaching of PHSE

Teaching will be in topics.

Pupils will be taught the three key components of PSHE knowledge, skills and understanding:

Core Theme 1: Health and wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the wider world - Economic wellbeing and being a responsible citizen

PSHE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

## Assessment and Monitoring

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE coordinator, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;

- Gives the head teacher a regular summary report in which she evaluates the strengths in the subject, and indicates areas for further improvement;

Uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

To prepare a policy and scheme of work, evaluating and reviewing as necessary.

To co-ordinate and lead the implementation of the policy throughout the school.

To monitor and support the teaching of PSHE throughout the school.

To monitor and maintain the condition and availability of resources within the school's budget.

To keep up to date with developments and use appropriately.

To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.

To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

In accordance with the school's Assessment, Recording and Reporting (ARR) Policy, children's achievements and growth in PSHE and PSED are assessed and recorded by the class teacher. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers match tasks, to respond to needs and to inform future planning. Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

There are no attainment targets for PSHE education. Teachers assess the children by making informal judgements as they observe them during lessons. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Our celebration



assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

## Inclusion

Children of all abilities and beliefs should have access to the PSHE curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

The Head Teacher and PSHE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching and learning. The Head Teacher and co-ordinator supports colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school and relevant training. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

## Healthy Schools Award

In June 2018 Simonside Primary School achieved the Healthy School status that is part of the Healthy School Award Scheme.

## Extra Curricular Opportunities

Visiting speakers, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

## Parental Involvement

The school believes that it is important to have the support of parents and the wider community for the PSHE programme. Parents are/will be given the opportunity to find out about and discuss the schools' programme through parents' evenings, information letters, newsletters and displays. Parents are informed of the curriculum termly and, where relevant, through additional communication. Annual reports to parents include a general comment on PSHE and Citizenship.

## Community Links

Where appropriate, the school nurse, or other visitors will be used. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community.

## Professional Development

The Head Teacher and PSHE co-ordinator are responsible for monitoring the standards of children's work and the quality of teaching and learning. The Head Teacher and co-ordinator support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school and relevant training. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.