



PSHE Policy



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Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.

The policy was last reviewed and agreed by the Governing Board on 2 December 21

It is due for review in December 22

Head Teacher:	Date:
Chair of Governors:	Date:
Vice Chair of Governors:	Date:



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As described by the PSHE Association: PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The Programme of Study for PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Curriculum Intent

Curriculum intent: To provide a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life.

Subject specific intent: To enable our children to become healthy, independent and responsible members of our society and to help them tackle many of the social, moral and cultural issues that are part of growing up. We provide children with the opportunity to learn about economic well being, caring for the environment and rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. Children will know how to stay safe online and understand what healthy relationships should look like in real life and online.

Mosaic Federation believes strongly in the importance of quality PSHE education. It provides a fundamental foundation to support all children in being prepared for life long learning. We believe that skills for life need to be explicitly taught, as part of a broad and balanced curriculum, to ensure that our children are well prepared for life. Our aim to enable our children to become healthy, independent and responsible members of our society and to help them tackle many of the social, moral and cultural issues that are part of growing up. We provide children with the opportunity to learn about economic well being, caring for the environment, their rights and responsibilities and to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. Children will know how to stay safe online and understand what healthy relationships should look like in real life and online.

Statutory Information

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.

Relationships:

Relationships Education (RSE) will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships • being safe

Health:

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention • basic first aid • changing adolescent body

Parents' Right to Withdraw:

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Our school can choose to teach Sex Education if it becomes applicable to a specific cohort. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Key School Contacts

<u>Role</u>	<u>Name</u>	<u>Base</u>	<u>Contact</u>
Executive Head Teacher	Gemma Jeynes	Valley View Primary /Hedworthfield Primary	0191 489 3143/ 0191 537 3373
Head of School	Jane McGurk	Valley View	0191 489 3143
Head of School	Emma Riches	Hedworthfield	0191 537 3373
PSHE Lead	Ashley Flynn	Valley View	0191 489 3143
PSHE Lead	Hayley Richardson	Hedworthfield	0191 537 3373
Inclusion Manager	Kelly Hair	Valley View	0191 489 3143
Mental Champion	Kirsty Lindfoot	Valley View	0191 489 3143
Mental Champion	Cathryn Henderson	Hedworthfield	0191 537 3373
Local Authority Lead	Christina Hardy	Town Hall	

Email Contact:

Valley View Primary School: info@valleyview.s-tyneside.sch.uk

Hedworthfield Primary School: info@hedworthfieldprimary.com

Provision and Resources

A whole school approach is essential and effective because many aspects of school life influence pupils' personal and social development. The P.S.H.E. Curriculum can be delivered through 4 main areas:

- P.S.H.E. designated time (family groups and SCARF corham scheme)
- Teaching in and through other curriculum areas.
- Through enrichment activities and school events.
- Through pastoral care and guidance.

We aim to deliver PSHE as a whole school approach in order to provide a full curriculum in the most effective way, providing a breadth of opportunities. As a federation we follow the Corham SCARF scheme of work (which stands for Safety, Caring, Achievement, Resilience and Friendship). The scheme provides a whole-school approach to building these essential foundations. This is crucial for children to achieve their best, academically and socially. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Family group system

Family Group is delivered on alternate weeks by Family Group leaders in mix age groups across school. It is planned in themes by the PSHE/RSE coordinator. Family group system is a key strength in the school and is reviewed termly to ensure coverage is current and reflective of the needs of the school and encompassing British Values and SMSC. The RE coordinator also ensures spiritual and cultural strands are covered in the RE curriculum.

Additional PSHE sessions are timetabled on a weekly basis and are taught with a year group focus, using the comprehensive SCARF scheme.

Each year group follows a PSHE/ RSHE topic every half term:

- Autumn 1 Term- Me and My Relationships
- Autumn 2 Term - Valuing Difference
- Spring 1 Term- Keeping Myself Safe
- Spring 2 Term - Rights and Responsibilities
- Summer 1 Term - Being My Best
- Summer 2 term - Growing and Changing (RSE- related issues)/ transition.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes,
- beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

In addition we aim to equip children to gain:

- Skills to help children to cope through childhood and adult life making informed decisions and choices.
- A sense of self-worth, confidence, independence and responsibility.
- Knowledge and understanding that will make it possible to plan lifestyles that will keep themselves and others safe and healthy.
- Develop effective relationships by helping to cope with their own feelings and to understand the feelings of others.
- Children's respect for the differences between people.
- Mutual respect, sharing, listening, feeling empathy and responsibility.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into school to talk about their role in creating a positive supportive local community.

PSHE education should address both pupils' direct experience and preparation for their future. There is a clear framework for PSHE across school. This ensures that children are exposed to age appropriate topics and resources that are progressive across school. Developing a PSHE programme which meets pupils' needs and which is tailored to local circumstances is critical. Family Group planning is reactive to the needs of our current children and community.

In doing this we aim to equip children with:

- Skills to help children to cope through childhood and adults like making informed decisions and choices.
- A sense of self-worth, confidence, independence and responsibility.
- Knowledge and understanding that will make it possible to plan lifestyles that will keep themselves and others safe and healthy.
- Develop effective relationships by helping to cope with their own feelings and to understand the feelings of others.
- Children's respect for the differences between people.
- Mutual respect, sharing, listening, feeling empathy and responsibility.
- Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and 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 develop their sense of self worth. We teach them how society is organised and governed.

We ensure that they:

- experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Curriculum Assessment Arrangements

We will regularly assess children against the National Curriculum, on a half termly basis. Assessments will be made against the National Curriculum Statements. A colour coded system will be used to indicate where a child is working in relation to Age Related Expectations:

Assessment comparative to ARE	Colour Code
Working below	
Working At	
Working Above	

School Monitoring Arrangements

As part of the school's monitoring cycle, a schedule will be put in place at the beginning of each academic year. This will outline the arrangements for monitoring. Monitoring will be used to inform judgements on the quality of teaching and learning across the federation. It will be used to inform development/training opportunities for the whole school, as well as individuals. Good practice will be shared across the federation.

Monitoring will constitute a range of evidence, in order to gain a holistic view:

- Book scrutinies
- Lesson observations
- Staff discussions
- Pupil discussions
- Learning walks

Development/ action points will be reviewed on a termly basis in order to ensure a cycle of development, aimed to improve outcomes for all children. A formal coordinator report will be produced each term, monitoring the progress of development/ action points put in place by the coordinator. The report is shared and monitored by senior management termly to ensure accountability across every layer in school.