



**Toner Avenue School**  
Tradition Achievement Success

# **PSHE Policy**

*Updated: September 2021*

*Review: July 2022*



## **PSHE Policy**

**September 2021**

### **Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

<b>Head Teacher:</b>	<b>Date:</b>
<b>Chair of Governors:</b>	<b>Date:</b>



## **Contents:**

### **TONER AVENUE SCHOOL VISION STATEMENT**

At Toner Avenue we want every child to be the best that they can be.  
We want every child to be safe, healthy and happy.  
We want every child to make great progress, have success and believe in themselves.

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

#### **Introduction**

- At Toner Avenue we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do;
- PSHE is a statutory subject. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined by the DfE;
- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;
- Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

#### **Aims**

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

#### **Objectives**

To enable the children to: -

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of race, gender and mental and physical disability;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;



- Appreciate and inherit the Toner Avenue Primary School core values into their own philosophy;
- Develop positive learning behaviours

### **Roles and Responsibilities**

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the statutory guidance.
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

### **Provision**

- PSHE in our school will follow the statutory requirements for PSHE as declared in the statutory guidance from 2020.
- This framework will be delivered through a variety of teaching strategies but will mainly focus on using the One Life programme; our School values and effective, weekly assemblies/class time.
- Some elements of PSHE are taught effectively as a separate, explicit subject, for example some lessons in the 'One Life' programme. In addition to this, PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances) and School Council, which provide links with parents and members of the outside community;
- 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 including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Education Policy.
- In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:



1. Developing confidence and responsibility and making the most of their abilities (having high aspirations and being the best they can be)
  2. Developing a healthy, safer lifestyle
  3. Developing good relationships and respecting the differences between people
  4. Preparing for the opportunities, responsibilities and experiences of later life
- The curriculum offers discreet whole school themed days/weeks on:-
    1. Anti-Bullying
    2. Internet Safety
  - The curriculum offers our:-
    1. Children access to the KidSafe workshops.
    2. Key Stage 2 children a programme of SRE education.
    3. Key Stage 2 children to Anti-Bullying sessions.
    4. Key Stage 2 children to Road Safety Workshops led by Local Authority.
    5. Key Stage 2 children to 'Bikeability' training.
    6. Key Stage 2 children complete First Aid Training as led by an online programme from the Red Cross.

### **Learning and Teaching**

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the emergency services and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making and following class rules; school council meetings; being part of a school house; and by taking on roles of responsibility for themselves, for others and for the school;

### **Special Needs**

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### **Resources**



- Staff have access to a copy of the One Life documentation which outlines the programme, how to deliver it and has resources.
- All staff will attend training regarding specific elements of PSHE when necessary.

#### **Assessment, Recording and Reporting**

- Teachers assess the children's learning by making informal judgements and complete foundation assessments half termly as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- Floor books will be passed from each year group and will follow a class through school which documents their learning in PSHE.
- Our Celebration Assembly celebrates personal achievements both in and outside school;
- Children can be sent to a member of the Senior Leadership Team to share outstanding pieces of work.

#### **Monitoring and Review**

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.