PSHE POLICY

Introduction

Personal, Social, Health and Economic - PSHE is vital in a child's education and Meadow Farm follows and teaches through a scheme called "PSHE ASSOCIATION" which has been developed by independent national charity and membership body and encompasses the Government's expectations for Children's mental and physical health, emotional, relationship and social education. This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children Meadow Farm Primary School. It is the responsibility of all staff and governors to ensure this policy is understood and implemented. Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Curriculum Intent

The aim of teaching pupils about physical health and mental wellbeing is to provide them with the information and the tools to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what may be an issue within themselves or others and when issues arise, know how to seek the relevant support as early as possible from appropriate sources.

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the children.

- To develop an awareness of feelings, attitudes and values of themselves and others
- To develop independence, self-confidence and self esteem
- To understand what constitutes a healthy lifestyle
- To develop good relationships with adults and peers
- To develop the ability to resolve conflicts and know what to do if they, or anyone else, is being bullied.
- To be aware of the qualities of a good relationship *(see also RSE policy)*
- To be aware of safety issues both in school and the wider community; including drugs and alcohol education and internet safety and to understand how to keep themselves safe.
- To be able to make informed choices regarding personal and social issues
- To show respect for people and their property
- To be aware of, respect and celebrate the differences between themselves and others
- To express their opinions on a variety of social issues and to show respect for the opinions of others
- To develop a financial awareness
- To become aware of their role as citizens in the wider environment and be responsible members of the community

- To understand the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

  Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:
- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance.

Relationships and Sex Education (RSE) See the RSE Policy for further details of how we meet this requirement.

Implementation of the policy

Early Years Foundation Stage children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad-based curricular topic. They will also participate in specific dedicated PSHE lessons.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities KS1 and KS2

Our PSHE curriculum is based around "PSHE ASSOCIATION" framework.

The units have been separated into half term, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first - hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The PSHE Modules

The PSHE Modules are constructed around 3 age groups:
Key Stage 1 (Years 1 and 2)
Lower Key Stage 2 (Years 3 and 4)
Upper Key Stage 2 (Years 5 and 6)

Within each age group there 12 learning modules that could be taught in any order over a two-year period.
If not taught over a two-year period then it is important that schools select content that is relevant to their pupils needs.
This resource is not definitive and schools should use it flexibly and adapt it and develop it where appropriate.

The 12 modules are:
1. Drug Education - including how to manage risk and peer influences
2. Exploring Emotions - including how to recognise and manage feelings and emotions
3. Being Healthy - including the importance of looking after our mental health
4. Growing up - including the Sex Education element
5. Changes - including loss
6. Bullying Matters - including how to ask for help
7. Being Me - including identity and community
8. Difference and Diversity - including challenging stereotypes
9. Being Responsible - including looking after the environment
10. Being Safe - particularly featuring cyber, gaming and CSE
11. Relationships - including what is a healthy relationship
12. Money Matters - including enterprise

Planning

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE ASSOCIATION' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs.
Teachers consider to following when planning a lesson:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PHSE teaching strategies will incorporate varied activities such as:

- Circle Time
- Group discussions
- Debate
- Role play
- Co-operative tasks
- Creative writing
- Artwork
- Mind-mapping
- Class and group discussions
- Questioning
- Media such as videos / pictures to the value focus are given on the PSHE curriculum.

Approach

At Meadow Farm, PSHE is taught formally and but wherever possible, teachers make meaningful cross curricular links for children to make connections in their learning across subjects such as in Science, ICT, RE and PE. Circle Time is used whenever appropriate. Children's emotional and social skills and their understanding of British values are also complemented by initiatives such as School Council.

Teaching Method

The teaching method employed will vary according to the age, ability and experience of the children and the concept taught. These methods will include whole class/small group discussions, stories, role play, scenarios, puppets and videos. We always distance the learning so that children and staff do not feel pressured into sharing personal information if they do not wish to.

The Class teachers plan and deliver lessons, taking objectives from the scheme of work, which are appropriate to the age and ability of the pupils, including those with SEN. Situations may arise where teachers may need to address an area of the curriculum from the previous or next year group for an individual child or group of children.

Tasks are differentiated appropriately to ensure all children can achieve the learning objective.

Class teachers are responsible for giving pupils the opportunity to discuss openly and honestly their feelings on a variety of social and emotional issues. Each class has a worry monster, in which pupils can anonymously share concerns which the teacher will then be able to address either with the whole class, small groups or individual children.

The use of displays in the classroom and around the school further emphasises the importance of PSHE and will help the children to understand what they are learning and how they will use the skills which are being developed.

Impact

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach by a teacher or TA. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

- Children will know more and remember more about PSHE.
- Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

- Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
- Most children will achieve age related expectations across the wider curriculum in addition to the core subjects.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.

Assessment

Assessment is an ongoing process brought about by:

- Observing children working and talking
- Discussion with children
- Informal observations

Formal assessments will occur in Foundation Stage in accordance with EYFS

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning
- Using self and peer assessment to involve children in understanding their own learning and next steps
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually.

Celebrating Success

It is important that children's successes in a PSHE are acknowledged and celebrated throughout school. E.g. Assemblies, dojo point system (class and individual success), certificates, stickers and rewards.

Safeguarding/safety

Occasionally in particular areas of learning may lead to disclosure of a safeguarding/child protection issue. The staff member will inform the Head Teacher or a Designated Safeguarding Lead who will follow this up.

Monitoring and review

Teachers' planning will be monitored at regular intervals throughout the year (once per term), lesson observations, discussions with children and any evidence of children's work, i.e. photographs/video clips of children's role play, work in books. The policy will be reviewed annually.

Date ratified by Strategic committee: 11.11.26