



## PSHE Policy

<b>This policy was adopted by Governors at the meeting held on :</b>	<b>2022</b>
<b>Signed (Chair of Governors):</b>	<b>Gustav MacLeod</b>
<b>Governing Body minute ref:</b>	
<b>Date of Review:</b>	<b>Summer 2024</b>

At Ellingham C of E Primary School, we believe that a strong PSHE (Personal, Social and Health Education) curriculum is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSHE (Relationships, Sex and Health Education) curriculum.

### Aims

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

- Parents will be informed about the policy via the school's website, where it, and the PSHE curriculum, will be available to read and download.

### **Framework**

PSHE will be delivered through a variety of teaching strategies but mainly using the PSHE Association Programme of Study, alongside SEAL guidance. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will 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) and other activities or school events (residential visits, Enrichment, special activities planned to allow the children to work together under different circumstances), Eco Schools, and the 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 pupils' spiritual, moral, social and cultural development.

Our KS1 and 2 pupils will be taught the two key components of PSHE knowledge, skills and understanding:

1. Relationships Education: Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Online Relationships; Being Safe.
2. Physical Health and Mental Wellbeing: Mental Wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; (Upper KS2) Changing Adolescent Body.

### **Learning and Teaching**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas, e.g. circle time. ~~and 'TEAM' time.~~
- Opportunities will be found within other curriculum areas, e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school.
- In the Foundation Stage of the national curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development. Much of the curriculum is delivered through oral and practical activities.
- Where appropriate, pupils will record or investigate their work using a variety of mediums including books, internet, specific adults, e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning and enquiry skills and assists in equipping them for adult life.

### **Special Needs**

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children.

### **The Thrive Approach**

The Headteacher, Diane Lakey, is an accredited Thrive Practitioner. The Thrive Approach is used across school as an approach to develop positive relationships and behaviour regulation, as well as to support pupils who have emotional development needs.

**Resources**

A range of resources is being collected to assist with supporting and enhancing learning in PHSE. The PSHE Association Programme of Study, SEAL documents, The Thrive Approach, SRHE 'Godfrey and Lucinda' scheme and other published materials are used as a basis for teaching PSHE.

**Assessment, Recording and Reporting**

Teachers assess the children's work by making informal judgments 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. Assessments are recorded on end of key stage assessment grids.

Time during Worship on Friday afternoons is given to celebrate personal achievement and reward thoughtful, caring behaviour.

**Monitoring and Review**

All staff are responsible for monitoring the standards of children's work and the quality of learning and teaching. Staff are given information about current developments in the subject and they are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle.