

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION POLICY

Intent

At Worsthorne Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by delivering a programme of study that is bespoke to our school and all our children.

Overall Aims and Objectives

At Worsthorne Primary School, PSHE (Personal, Social, Health and Economic) Education is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

This policy outlines our school's approach to 'Personal, Social, Health and Economic Education' (PSHE). It has been updated to reflect the statutory changes to Health Education and Relationships Education in Primary schools from September 2020.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Worsthorne Primary, we have adopted the Jigsaw PSHE scheme of work which fully meets the requirements of the DfE and is mapped to the PSHE Association programme of study. Classes have weekly discrete PSHE lessons, whilst also covering aspects of the curriculum throughout other curriculum lessons and within daily school life. Teachers will use additional resources from a range of sources to supplement learning when necessary and appropriate.

An overview of the Jigsaw PSHE content can be found on the curriculum page of our website.

Current National Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

Relationships Education

The guidance states that 'the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

By the end of primary school, children should have a strong understanding of:

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

Health Education

Statutory guidance states that ‘the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.’

Health education in our school will cover a range of topics, including:

- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;
- health and prevention;
- basic first aid; and
- changing adolescent body.

The Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education. Due to the impact of COVID -19, schools have been offered flexibility on when to begin delivering these subjects within the 2020-21 academic year. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (RSE) but there is no right to withdraw from Relationships Education or Health Education.

Implement

To achieve the above, we do the following:

General class teaching

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident, successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Worsthorne Primary School, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children’s age, ability and readiness when planning and implementing their PSHE lessons.

PSHE is delivered through discreet curriculum time, assemblies and class discussions/circle time, with teachers ensuring time is made within the curriculum to meet the needs of the children in their

class. Certain topics may be discussed more informally as and when issues arise throughout the school year. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Within the academic year, theme days or weeks are also planned to incorporate aspects of the PSHE curriculum. These include Safer Internet Day and Anti-Bullying Week. Things such as 'The Daily Mile' are also integral parts of our school day and link closely to PSHE objectives.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

The Reception class teacher's use of 'in the moment' planning is child led and allows them to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

Within Key Stage One and Two, PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Worsthorne Primary School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values, ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should also offer the children the opportunity to reflect on their own progress and the progress of their peers. A wide range of assessment strategies are used in school to assess understanding and plan next steps (See Appendix 2).

Throughout the school, PSHE objectives are documented within 'floor books' where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons are collected and any comments made by children that are relevant to the topic are included. In upper Key Stage 2 classes, children will also use a personal PSHE journal to record their questions and ideas, and to reflect on their learning.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. They will also identify any examples of good practice that can be shared with staff. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others.

If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure as detailed in our 'Safeguarding Policy'.

Review

This policy will be reviewed every two years to ensure that it adheres to National guidelines. Any requests for amendment will be presented to the Governing Body for approval.

Impact

Children reflect on their own learning and development at each stage of the Jigsaw PSHE journey. Teachers assess and evaluate regularly, adapting lessons to accommodate current issues both locally and globally. Teachers and curriculum lead assess at the end of each half-term unit through evidence in exercise books/floor books, displays, assemblies and pupil interviews.

Lesson content is considered and adapted to maintain accessibility for all children, regardless of age, ability, gender and personal circumstances. All children are included in PSHE assemblies and lessons.

The Jigsaw PSHE curriculum, new to school from September 2021, will be monitored and evaluated termly. Policies for PSHE and RSE will be updated annually to take account of any changes to legislation or curriculum content.

Date of Policy	1.05.21
Person Responsible	Justine North
To be reviewed	Annually
Review Date	Spring Term 2022

Appendix 1

Key Types of Assessment for PSHE

<i>Type</i>	<i>Purpose</i>	<i>Possible Activities</i>
'Needs' assessment	<ul style="list-style-type: none"> ✓ Determine needs through gaining an understanding of prior learning, existing knowledge and abilities. ✓ Provide a starting point for planning to ensure sessions and learning objectives and relevant and appropriate to meet the needs of the group. 	Thought-shower/spider diagrams; structured discussions; quizzes; draw and write activities; everything we know sheets.
Formative assessment	<ul style="list-style-type: none"> ✓ Provide reflection and evidence for use by both pupils and teacher. ✓ Decide where children are in their progress against objectives. ✓ Determine next steps. 	Role play; self-reflection diaries; group observations; one-to-one discussions; presentations; work sheets.
Summative assessment	<ul style="list-style-type: none"> ✓ Summarise progress and achievement at the end of a piece of work/unit of work 	Displays; quizzes; presentations; written assignments; observed group activities; self or peer assessment reviews; before and after statements.

Different Models of Assessment for PSHE

<i>Model</i>	<i>Description</i>	<i>Methods</i>
Self-Assessment (Learner) <i>Private reflection; one-to-one or in group context.</i>	This is where an individual reflects on their own learning in terms of their knowledge, understanding, skills, attitudes, values, confidence and participation. They may set their own targets and monitor their own progress. This type of assessment can be formative or summative and done at any time in the learning process.	Diaries; check-lists; portfolios; displays; draw and write activities; before and after comparisons.
Peer Assessment <i>Usually in small groups.</i>	Here peers reflect and make judgements about each other's knowledge, understanding, skills, confidence, participation and role within a group. It involves giving and receiving constructive feedback and requires a safe learning environment and mutual trust. Again, it can be formative or summative and done at any time in the learning process.	Oral feedback; graffiti sheets; presentations; video or audio recordings.

<p>Teacher Led Assessment</p> <p><i>Individual, small or large group activity.</i></p>	<p>For this assessment, the teacher reflects and makes judgements about a learner's starting point and needs, development, progress, achievement and participation. It involves giving and receiving constructive feedback and again requires a safe learning environment and mutual trust. It can be formative or summative and done at any time in the learning process. It will often be used for session planning and for recording and reporting purposes.</p>	<p>Observation; questioning; listening; reviewing written work; reflection on each learner's contribution to discussion; role-play or drama; end of unit task or test.</p>
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