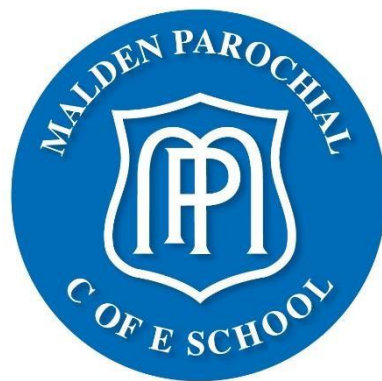


The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



P.S.H.E. Policy

Agreed: Summer Term 2020
Review: Summer Term 2022
[or as required]

P.S.H.E. Policy (Personal, Social, Health and Economic Policy)

Vision Statement

P.S.H.E. is taught through a clear and progressive programme of lessons. We aim to provide learning opportunities and experiences that help our children grow and develop as individuals, as well as members of families and social and economic communities. We equip our children with knowledge, understanding, attributes and skills to help them live healthy, safe, productive, fulfilled, responsible and capable lives. With encouragement and support, our children develop an awareness of others whilst growing in independence and resilience. Through the teaching of P.S.H.E., with the incorporation of British Values, the children can develop confidence, talents and skills to become motivated learners and active citizens.

Intent

At Malden Parochial, through P.S.H.E. lessons, we enable our children to become healthy, independent and responsible members of society, providing them with the tools to successfully tackle the moral, social and cultural issues that are part of growing up.

P.S.H.E. is taught to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, appreciate diversity, develop independence and responsibility, and make the most of their own abilities and those of others. Children from Nursery to Year 6 will be taught seven topics within our P.S.H.E. curriculum:

- Relationships (and Sex) Education (RSE)
- Drug, Alcohol and Tobacco Education (DATE)
- Keeping safe and managing risk
- Mental health and emotional well-being
- Physical health and well-being
- Careers, financial capability and economic well-being
- Identity, society and equality

(see curriculum mapping Appendix A).

Children will learn through a P.S.H.E. curriculum that is clear and progressive, with strong links to other curriculum areas, particularly Computing and Science.

The pupils will access the content within the seven strands of learning at an age and ability appropriate level, each year (or 2 years) returning to the topic to build on the knowledge and skills from previous years (see curriculum overview, scheme of work, skills and progression documents Appendices B, C and D).

Through the teaching of our P.S.H.E. curriculum, we aim that our pupils will develop the knowledge, skills and attributes that are needed to manage their lives in the present and the future. We aim to prepare our pupils for a healthy and safe life in modern Britain.

Through our P.S.H.E. syllabus, children at Malden Parochial will:

- Know and understand how to live a healthy life style, both physically and mentally;
- Be aware of and know how to deal with health and safety issues;
- Understand what makes a good relationship with others;
- Help children to develop feelings of self-respect, confidence and empathy and to create a positive culture around all types of relationships;

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Have respect for other people;
- Are independent and responsible members of the school community, demonstrating behaviours adopted in our Malden Parochial School values;
- Promote British Values both in and out of school;
- 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;
- Gain the knowledge, skills and understanding to play an effective role in public life;
- Learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy;
- Have the opportunity to extend their cultural capital;
- Play an active role in the life of their school, neighbourhoods, communities and wider society as active citizens;
- Develop as informed consumers, learning to manage their money and finances effectively;
- Be aware that we live in a society full of diversity and that we are striving for equality.

(see Appendix C)

Implementation

The curriculum is designed and delivered to ensure children gain ‘sticky knowledge’ so that they can transfer all they have learnt to long-term memory. The curriculum is organised as a ‘spiral’ so that the seven strands of learning are revisited, building on what has been taught before. PSHE will be taught as an inspiring, mostly practical subject, which encourages children to use their cross curricular knowledge.

Roles and Responsibilities

The Subject Leader for P.S.H.E. is responsible for:

- Leading policy development and implementation.
- Advising and supporting colleagues.
- Contributing to schemes of work, year group and individual teachers’ plans.
- Developing in depth knowledge of their subject and keep up to date with developments.
- Attending relevant courses and network meetings.
- Arranging for relevant advice and information from courses to be disseminated.
- Assessing progression and attainment throughout the school.
- Managing resources.
- Arranging relevant themed days and visitors.

Equal Opportunities

- At Malden Parochial, we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.
- Year group teachers have confidence in their knowledge and skill base and where necessary, will ask for support to ensure teaching is age, ability and cohort appropriate.

Health and Safety

Health and safety issues are taken into account when planning any practical lessons. When visits occur, full risk assessments will have been completed. The Subject Leader for P.S.H.E. will ensure that all material used when teaching P.S.H.E., is appropriate and fulfils the requirements of the school's values as well as the nationwide British Values.

Planning

Class teachers plan at least one P.S.H.E. session weekly. Lessons are planned and taught through a range of teaching styles and with the use of appropriate resources. When planning P.S.H.E. lessons, teachers refer to the scheme of work 'You, me and P.S.H.E.' (Islington County Council), which ensures all government statutory guidelines for the end of Key Stage expectations are covered (see Appendix C). Lessons will either be taken from the whole school P.S.H.E. scheme of work or may be drawn from themes that are linked to whole school themes (for example, a themed week). Lessons may also be planned in response to a specific identified need within the class (for example, talking through the needs of a new class member who has particular difficulties of some kind.) Teachers match learning opportunities to the individual needs of all children including those with learning difficulties. P.S.H.E. Education themes are often completed in a cross-curricular approach through other subjects, in particular, Science, Computing, Geography, Drama, R.E. and English. PSED in the Early Years is planned according to the objectives set out in the Early Learning Goals.

Teaching

We use a range of teaching and learning styles, including circle-time, drama, role-play and independent research. We place emphasis on creative and active learning by including children in discussions, investigations and problem-solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example, charity fundraising and inviting members of the community into school for performances. Services and assemblies, in both church and school, incorporate aspects of P.S.H.E., SMSC and British Values.

Organisation

Children are timetabled to receive one 45 minute P.S.H.E. lesson per week. However, due to the nature of the subject areas studied in P.S.H.E., a cross-curricular approach is necessary and the class teachers may adopt these themes within other lessons. Within some topics, visitors with a subject expertise may come in to support staff with their teaching or staff may take children on visits.

- EYFS – visits from a range of ‘People who help us’
- Year 1/3/5 – visits to/from local bank
- Year 5 – nurse to talk about puberty
- Year 6 – nurse to talk about puberty and conception
- Year 6 – visit to Parliament

Homework

The children may be given a P.S.H.E. focus to their weekly homework as appropriate, although the majority of home learning will have an English or Maths focus. However, for themed weeks, such as ‘Anti-bullying Week,’ children may be asked to create slogans or posters at home.

Resources

There is a range of resources to support the teaching of P.S.H.E., located in themed topic boxes, stored in a designated area within the school. Literature incorporating P.S.H.E. themes are dispersed around the school and can be found on display in book corners and on the book shelves.

Impact

Assessment

Teachers assess the children’s knowledge and understanding of P.S.H.E. mostly through classroom discussions and observations. Levels of confidence, team participation, social and communication skills are continually assessed throughout the year. P.S.H.E. is a subject that is included on the end of year record of achievements. Recording of work will be in a format appropriate to the planned focus and shown in the teacher’s planning. Evidence of P.S.H.E. will be in a variety of forms, e.g. photographs, posters, as well as written work. The written work may not always be accurate to show the children’s understanding and staff should use their professional judgement on this.

The children are assessed each term in the foundation subjects. For each unit of work, key statements are taken from the school’s skills and progression documents (see Appendix D) The assessments show the children that are working below and above the age-related expectations (see Foundation stage planning Appendix E) These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Monitoring and Evaluation

Monitoring takes place regularly through sampling children’s work, teacher planning, through a book scrutiny and lesson observations.

Monitoring the standards of children’s work and the quality of teaching in P.S.H.E. is the responsibility of the Subject Leader and Leadership Team. The subject leader is also responsible for supporting colleagues in the teaching of P.S.H.E., for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the coordinator, Headteacher and staff will review and evaluate the P.S.H.E. taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards to training and support;
- Pupil achievement, both in formal assessment and by ongoing teacher assessment;
- Coverage of topics, including SMSC and British Values;
- Analysis of children's books;
- Staff development;
- Any issues arising from teaching, for example, common problems or difficulties;
- Children who have not reached the age-related expectations .

Links to other policies and documents

- Assessment policy
- Marking policy
- Homework policy
- SEND policy
- Inclusion policy
- Anti-bullying policy
- SMSC policy
- Healthy Eating policy

Acronyms

P.S.H.E. - Personal, Social, Health, Economic

RSE - Relationships and Sex Education

DATE - Drugs and Alcohol Education

R.E. – Religious Education

PSED – Personal, Social and Emotional Development

EYFS – Early Years Foundation Stage

SMSC - Spiritual, Moral, Social and Cultural

SEND – Special Educational Needs and Disabilities

Sources and References

Islington scheme of work; 'You, me and P.S.H.E.'

Sex Education Forum

P.S.H.E. Association

PREVENT scheme of work (www.gov.uk)

Change4Life

SCARF Coram resources

Money Sense resources www.natwest.mymoneysense.com

Appendix

Appendix A - Curriculum Mapping

Appendix B - Curriculum Overview

Appendix C - Scheme of Work for P.S.H.E.

Appendix D - Skills and Progression Documents

Appendix E - Foundation Stage Assessment