



## Queensway Primary School

### Personal, Social, Health and Economic Education (PSHEE) Policy

Through our school curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them 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.

Our school mission statement '**Rise to the challenge, to be the best I can be**' reflects what we hope to achieve in PSHE education.

#### Rationale

At Queensway School Personal, Social, Health and Economic Education is an integral part of the whole school curriculum which within a safe and nurturing environment will encourage and support children to

- Adopt a 'can do' attitude.
- Be focused and resilient
- Challenge and question.
- Be independent learners.
- Be respectful, well mannered and caring.

Resulting in the children

- Having a pride in their self, work and school
- Being capable of independent and collaborative learning.
- Making informed choices about dealing with risks and meeting challenges now and in the future.
- Having ambitious aspirations
- Becoming active citizens who contribute to society.
- Valuing the achievements that they make and the achievements of others.

A whole school approach will be used to implement this framework. This policy links closely with other school policies:

- Drugs Education
- Relationships and Sex Education
- Science
- Religious Education
- Behaviour
- Anti - Bullying
- Equal Opportunities
- Confidentiality Policy
- Teaching and Learning policy

#### What is PSHEE?

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PSHE education is a non-statutory subject. Personal, Social, Health and Economic Education is an important and necessary part of all pupils' education. The promotion of pupil's personal development, which includes their social development, is a fundamental aspect of education and underpins all other learning. It provides children with the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, makes the most of their own abilities and those of others.

### **Aims of PSHEE**

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

### **Objectives:**

To enable the children to develop self- awareness, positive self-esteem and confidence, enabling them to,

- Know and understand what constitutes a healthy lifestyle
- Keep themselves and others safe
- Understand what forms a good relationship with others,
- Have worthwhile and fulfilling relationships
- Respect the differences between people regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school and wider community
- Play an active role as members of a democratic society
- Make the most of their own abilities and those of others
- Develop self-confidence and self-esteem and make informed choices
- Behave in a socially and morally acceptable way including towards authority and each other

### **Roles and Responsibilities**

#### **The Head teacher has the following responsibilities:**

- To monitor progress in line with the school's monitoring policy and schedule
- To monitor the teaching of PSHE education alongside the PSHEE co-ordinator by giving information about current developments in the subject and providing a strategic lead and direction for the subject in school.

#### **The PSHEE co-ordinator has the following responsibilities:**

- To lead the review of the PSHEE policy and programme.
- To ensure that resources are relevant, appropriate to the needs of the children and up to date with statutory requirements,
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHEE.

#### **The Governors have the following responsibilities:**

- To ensure that an up-to-date PSHEE policy is in place and is made available to parents and for inspection,
- To ensure that the PSHEE policy and curriculum are in line with the non-statutory guidance in the National Curriculum (2014)

#### **Teachers have the following responsibilities:**

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

### **Parental and Community Involvement**

We recognise that parents and carers are key partners in our delivery of a comprehensive PSHE education programme for pupils at Queensway. The PSHE education we deliver is designed to support the important role of parents in this area.

- Parents are invited to join in events in school, including class assemblies and workshops on relevant themes.
- Parents are regularly informed of events and developments in the school newsletter.
- There will also be links with local businesses and councillors, as part of the work in Citizenship.
- We will also work closely with the local church when appropriate.
- We will also involve outside agencies e.g. P.C.S.O. School Health, dental health advisors etc. where appropriate to deliver and enhance aspects of the curriculum (see visitor policy).

Initial home visits prior to entry in the Foundation Stage are also an integral part of the welcoming process to Queensway.

Queensway believes that partnership with parents, carers and the community enables us to receive specialist support and information to plan the best possible P.S.H.E.E curriculum for our children.

### **Curriculum content**

Our programme for P.S.H.E.E will follow the Framework for PSHEE, given as non -statutory guidance in the National Curriculum (2014). This framework will be delivered through a variety of teaching strategies. In following the framework our pupils will be taught the four key components of PSHEE knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities - **To rise to the challenge, to be the best I can be.**
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Preparing for the opportunities, responsibilities and experiences of later life.

### **Delivery of Curriculum**

A range of teaching strategies will be used as appropriate. These will include:

- Circle time,
- Questioning
- Role-play and drama techniques e.g. hot seating, freeze frame etc
- Discussion – whole class, paired and small group
- Structured small group work ,
- Play and games,
- Reflection,
- Sharing and showing
- One to one
- Visitors & visits e.g. PC , Fire Brigade, School Health Advisor etc.,
- Assemblies, including class, block and whole school,
- Stories e.g. exploring behaviour of characters,
- Creative activities,
- Investigations
- Pupil initiated activities.
- Debating
- Team building P.E

- Residential trips

There are weekly timetabled PSHEE lessons in KS1 and KS2, as well as specific events and activities taught through other subjects. There are also opportunities for PSHE education during collective worship such as block assembly, singing, stories and discussion. Underpinning all of this is our whole school ethos which promotes our work in P.S.H.E.E, specifically through values education. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions

Teachers will plan and choose methods which are most appropriate for their whole class to meet the objectives of the lesson. All teachers will endeavour to provide a safe learning environment so that children feel safe and valued to share their ideas. Each class use circle time to promote and discuss issues within P.S.H.E.

At Queensway, there is an elected school council who are actively involved in promoting P.S.H.E and Economic issues, alongside other members of the school community such as; buddies, young leaders, helpers at fruit bar and reading buddies.

### **Early Years Foundation Stage (EYFS)**

Our Foundation Stage learning is based on the principles that:

- every child is unique and is constantly learning;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments.

Children develop and learn in different ways and these are acknowledged when planning for their development. The learning experiences in the Foundation Stage underpin all future learning and are based on ongoing observations and assessments in the three Prime Areas of learning:

- Personal, Social and Emotional development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Children at the end of reception are assessed against the EYFS profile which includes three PSED Early Learning Goals, (ELGs):

- Self-confidence and self-awareness
- Managing feelings and behaviours
- Making relationships.

### **Cross Curricular links**

Links are made with P.S.H.E in other curriculum areas where appropriate. For example; Literacy Numeracy, R.E. P.E., Science, History and Geography. PSHE education is also taught through whole school events such as Children in Need, Safer Internet Day and Red Nose Day.

### **Resources**

Resources are reviewed and updated by the PHSEE Co-ordinator on an annual basis, who ensures that they reflect the needs of children within the school and includes the most up to date information. The PHSEE Co-ordinator consults national and local guidance on appropriate PSHEE resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class. Resources may include:

- SEAL scheme of work,
- Access to SCARF,

- Relationship and Sex Education resources,
- NSPCC resources,
- SCIB recommended resources

### **Training**

Where budget allows, staff will be encouraged attend training to keep up-to-date with developments. The PSHEE lead will pass on to staff any information as it becomes available and will attend any future training deemed necessary for this subject, disseminating information as appropriate.

### **Safeguarding Children in Banbury (SCIB)**

Safeguarding Children in Banbury is a collaboration of schools, colleges, health professionals, police, social care and additional support agencies working in partnership, to educate and inform our young people and families about three main focus areas. These focus areas are:

- Substance misuse, being healthy and good and bad habits
- Internet safety
- Child Sexual Exploitation (CSE)

The main objectives of this group for children, young people and the wider community are as follows:

- I know how to keep myself safe from...
- I know how to keep my child safe from...
- We know how to keep our community safe from...

Each focus area is differentiated and taught appropriately based on the children's age and level of understanding. These sessions are taught by class teachers alongside weekly PSHE education lessons. Each year group follows a progression of key learning objectives which relate to PSHEE outcomes.

Agencies that are currently involved include: Thames Valley Police, Health, Cherwell District Council, Family Support Service, CAMHS, The Training Effect, Aquarius, Oxfordshire County Council, Sunshine Centre, Locality Community Support Services, Banbury & Bicester College, People's Church, Harriers Banbury Academy, Dashwood Banbury Academy, Hill View School, Hanwell Fields Community School, St Leonard's C of E School, St Mary's C of E Primary, Bishop Loveday C of E Primary School, William Morris Primary School, St Joseph's Catholic Primary School, Orchard Fields Community School, Hardwick Primary School, Queensway Primary School, The Grange Primary School, Bloxham Primary School, St John's Priory School, William Morris Primary School, Banbury Academy, North Oxfordshire Academy, Blessed George Napier, Chenderit School, The Warriner School, Frank Wise School with more schools/agencies joining all the time.

### **Assessment**

- Children's understanding, knowledge and skills are assessed through observation, discussion and questioning.
- Teachers make judgements as they observe them during lessons.
- Teachers will have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- Children within the Foundation Stage will be assessed in line with statutory assessments and Foundation Stage profiles. These will be reported to parents and carers at the end of the key stage.
- Children's learning will be celebrated in line with school policy. For example; individual praise, raffle tickets, pupil of the week, Queensway stickers, certificates in block assembly and inclusion in Golden Book.
- Children may also be sent to a member of the Senior Leadership Team to share outstanding pieces of work.

**Equal Opportunities**

All children have equal access to the PSHEE curriculum and developmentally appropriate materials. Planning has taken account of the diverse needs of pupils within the school and sessions will be differentiated as appropriate. In order to support children with Special Educational Needs, learning opportunities are matched to the individual needs of the children. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored to ensure that sensitivity.

**Review**

This policy will be reviewed every three by the Head Teacher and the Curriculum Committee. Any alterations that come from this review will be discussed and ratified by the full Governing Body.

Ratified by Governors on .....  
Chair of Governors .....Date .....  
Head Teacher .....Date .....