



Queensway Primary School

Personal, Social, Health and Economic education (PSHE) 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:

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

What is PSHE?

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and

wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Aims of PSHE

Queensway Primary School's PSHE provision supports the school's aims of developing confident citizens and successful learners, who are creative, resourceful and able to identify risks and solve problems. The social and emotional development of pupils is embedded throughout our curriculum and school culture. As a school, we have a carefully planned PSHE program, which builds on key themes each year, in a spiral fashion. The aim of our PSHE curriculum is to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.
9. Respect the differences between people regardless of race, gender, sexual orientation and mental and physical disability

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 PSHE co-ordinator by giving information about current developments in the subject and providing a strategic lead and direction for the subject in school.

The PSHE co-ordinator has the following responsibilities:

- To lead the review of the PSHE 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 PSHE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection,
- To ensure that the PSHE policy and curriculum are in line with the non-statutory guidance in the National Curriculum (2014) and the Relationships, Health and Sex Education guidance (Published in 2020)

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 PSHE 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.
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- 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 curriculum for our children.

Curriculum content

At Queensway, we use a range of resources to plan and teach our PSHE, including SCARF which covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We have chosen SCARF as one of our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. We are also part of Safeguarding Children in Banbury (SCIB) and deliver key focuses which affect our local area. The School Council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

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. SCARF, PC , Fire Brigade, School Health Advisor etc.,
- Assemblies, including class, phase 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 PSHE 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 phase assembly, singing, stories and discussion. Underpinning all of this is our whole school ethos which promotes our work in PSHE, 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 PSHE.

At Queensway, there is an elected School Council who are actively involved in promoting PSHE, alongside other members of the school community.

Early Years Foundation Stage (EYFS)

Learning in Foundation Stage 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.

The Characteristics of Effective Learning underpin all our learning and these skills are explicitly taught to the children throughout the year by the use of characters such as 'Never Give up Nemo' and 'Concentration Kitty.' Through regular discussions, children are encouraged to talk about their learning and recognise what it was that helped them. As a school, we recognise that children all develop at different times and learn in different ways. Therefore, planning is tailored to meet the needs of individuals.

In the Early Years Foundation Stage, PSHE education is about making connections. It is taught both through regular planned activities such as circle times that are part of topics, as well as on a daily, 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 both adult and child initiated. Play is valued in our Early Years and is an essential component in effectively developing children's PSED skills. Our learning environments are carefully planned and set up purposefully to enable children to select their own resources, problem solve and interact with their peers. Children are given the opportunity to engage in a range of social activities, as members of a small group, whole class or occasionally during whole-school activities. Strong, warm and supportive relationships formed with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. In order to support this, in our Early Years classrooms we use colour monsters linked to the whole school Zones of Regulation approach to help children identify their feelings and develop effective self-regulation skills. Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with their peers, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

At the end of Reception, children are assessed against the following ELGs:

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Key Stage 1 and 2

Our curriculum is divided into 6 key themes:

1. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
2. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
3. Valuing Difference: a focus on respectful relationships and British values;
4. Keeping Myself Safe: looking at keeping ourselves healthy and safe
5. Rights and Responsibilities: learning about money, living the wider world and the environment;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE

recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. (Policy to be read in conjunction with our RSE policy, which details how this is taught and right to withdraw).

Resources

Resources are reviewed and updated by the PHSE 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 PHSE Co-ordinator consults national and local guidance on appropriate PSHE 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:

- Access to SCARF
- Relationship and Sex Education resources
- NSPCC resources
- Protective Behaviours programme (Years 3 and 4)
- Real Love Rocks (Year 6)
- SCIB recommended resources
- Resources recommended from our work with the LELE Project (Learn Equality, Live Equal – provided by the Anti Bullying Alliance)

Training

Where budget allows, staff will be encouraged attend training to keep up-to-date with developments. The PSHE 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.

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 PSHE outcomes.

Assessment

PSHE is assessed in a variety of different ways which are recorded in the children's individual PSHE folders. This might include photographs, post it notes from discussions and worksheets. Teachers assess children's understanding, knowledge and skills through observations, discussions and questioning. At the end of each of the 6 units, teachers annotate the medium term plan with judgements for each child which are then collated and reflected upon against end of year objectives for each year group. This provides an

overall assessment for each child as teachers have clear expectations of what the pupils will know, understand and be able to do at the end of each year group. These objectives are differentiated into working towards, working at expected or working beyond expected.

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. PSHE learning is interwoven throughout the children's time in Foundation Stage and takes a cross-curricular approach. Therefore, assessment is carried out via observations and discussions. In Reception, the children are assessed against the Early Learning Goals for the key areas of learning: *Personal, Social and Emotional Development, Communication and Language* and *Understanding the world*.

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. As a school, children receive a weekly SCARF certificate during celebration assemblies. Adults look for children who are displaying the values from SCARF: Safety, Caring, Achievement, Resilience and Friendship. Alongside this, 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 PSHE 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.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

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.

Chair of CommitteeDate

Head TeacherDate