



## Queensway Primary School

# Personal, Social, Health and Economic education (PSHE) Policy

### Mission/Vision Statement

Through Queensway Primary School's curriculum, learning environment and school ethos, we promote pupils' self-esteem and emotional well-being whilst helping them to form and maintain worthwhile and satisfying relationships that are based on respect for themselves, and for others at home, at school and in the community.

Queensway Primary School's school mission statement '**Rise to the challenge, to be the best I can be**' reflects what we hope to achieve in our PSHE education by providing children with the skills and understanding of how to stay safe, healthy and prepared for life's challenges.

### 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.
- Developing their own confidence and self-esteem.
- 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 (RSE)
- Drug Policy
- Science
- Religious Education
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Child Protection and Safeguarding Policy
- Mental Health Policy

### What is PSHE?

Our PSHE education provides a framework through which key skills, attributes and knowledge are developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience

and achievement, helps children to stay safe online, teaches skills to develop healthy and safe relationships, to make sense of social media messages, to challenge extreme views and have 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 model where topics are revisited. 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 (2021) 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 who 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.
- Parents receive a letter keeping them updated on their children's PSHE curriculum and learning.
- 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).
- We work in partnership with SCIB (Safeguarding Children in Banbury) as a partnership to ensure teaching a curriculum that supports the needs of the children in our local community.

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 PSHE curriculum for our children.

## **Curriculum content**

At Queensway, we recognise that children all develop at different times and learn in different ways. Therefore, planning is tailored to meet the needs of individuals. We use a range of resources to plan and teach our PSHE curriculum, including SCARF which we have chosen as one of our PSHE resources 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.

In addition, we are part of the Safeguarding Children in Banbury (SCIB) partnership and deliver key messages which affect our local area through the teaching of the SCIB curriculum (Years 1 – 6) in Terms 2, 4 and 6.

The School Council are also consulted as part of our planning to ensure pupil voice is considered and fed into the planned programme.

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

## **Delivery of Curriculum**

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

- Circle time
- 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 adult support or discussion
- 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 and questioning
- Team building P.E and Commando Joe (a character education programme)
- 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 to be delivered 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. Classes use circle time to promote and discuss issues within PSHE.

### **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 'Concentrating Kitty.' Through regular discussions, children are encouraged to talk about their learning and recognise what it was that helped them.

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 peacefully.

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**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 Year 2, 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 Year 5, 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. As a maintained primary school, we must provide relationships education to all pupils as per the statutory Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. Although we are not required to teach Sex Education, we do need to teach the elements of sex education contained in the science curriculum (Queensway's RSE Policy details how this is taught and right to withdraw).

Our PSHE curriculum helps children to develop their social and emotional health and well-being. The curriculum teaching and learning in class is complemented by:

- Nurture support in all classes.
- A whole-school Zones of Regulation approach to help children identify their feelings and develop effective self-regulation skills.
- Queensway School's Home School Community Liaison Worker (HSCLW).
- Place 2 Be and Place 2 Talk (self-referral).

**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
- SCIB Protective Behaviours programme- adapted to the children's needs (Years 3 and 4)
- Real Love Rocks (Year 6)
- SCIB recommended resources
- Books (based in the library)

**Training**

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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 books. 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 above the age expected level.

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.

Children within the Foundation Stage will be assessed in line with statutory assessments and Early Years 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.

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.

**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.

Queensway School encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our PSHE provision, we ensure that resources used, and teaching styles employed, reflect and support the diversity of our pupils and wider society. All members of the school community feel safe, valued and respected. (see Equality Policy)

Throughout the school there is consistent challenging of homophobic, biphobic and transphobic attitudes, behaviour and language in line with the school's Anti-Bullying policy.

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 PSHE.

**Review**

This policy will be reviewed every three by the Head Teacher and the Quality of Education Committee.

Chair of Committee .....Date .....

Head Teacher .....Date .....