



## **Lympstone C of E Primary School PSHE Policy 2019**

### **‘Let all that you do be done in love’**

1 Corinthians 16:14

#### **Vision Statement**

***“Let all that you do be done in love.” (1 Corinthians 16:14)***

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

#### **PSHE Policy Statement**

**This policy is intended to provide clear guidance for the delivery of the PSHE curriculum Through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in National Curriculum. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to PSHE experiences is realised and provide a clear basis from which to plan programmes of work.**

#### **Aims (progression of skills)**

The broad aims of PSHE are set out within 2014 National Curriculum. The purpose of PSHE in our school is to promote emotional literacy and citizenship. By this, we mean that pupils are able to hold balanced and well-informed conversations about themselves and others and make informed choices that will affect their health and personal/social wellbeing.

The aims of PSHE are to enable pupils to:

- Know about and understand the range of emotions they may face in their lives and how to manage them.
- Know about and understand peoples’ rights and responsibilities, their impact on society, culture and the wider world, enabling pupils to express ideas and insights thoughtfully.
- Show a well-informed, balanced and respectful attitude to others.  
Engage in meaningful and well-informed dialogue about social and emotional issues.
- Reflect critically and responsibly on their own health matters.

## Curriculum (how)

The curriculum for PSHE is designed to ensure social and emotional literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between understanding the needs of oneself and the needs of others. Our curriculum SEAL resources and Health for Life, to ensure that children are learning a broad range of skills set in meaningful contexts.

SRE: The current sex and relationships education statutory guidance includes personal, social, health and economic education (PSHE)

Although PSHE is non-statutory, we have agreed that in our school:

PSHE is taught weekly in each class to ensure that curriculum entitlement is met. To supplement this, we have additional PSHE focus days, assemblies, trips and visitors.

Each classroom must have resources/displays that promote social and emotional wellbeing. This may include 'emotional barometers', 'Daily 10' Mental health poster, 'Childline' poster.

### **The curriculum content will be delivered through the use of**

**SEAL:** This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. They build on effective work already in place in the many primary schools who pay systematic attention to the social and emotional aspects of learning through whole-school ethos, initiatives such as circle time or buddy schemes, and the taught personal, social and health education (PSHE) and Citizenship curriculum.

The materials are organised into seven themes: New Beginnings, Getting on and falling out, Say no to bullying, Going for goals!, Good to be me, Relationships and Changes. Each theme is designed for a whole-school approach and includes a whole-school assembly and suggested follow-up activities in all areas of the curriculum. The colour-coded resources are organized at four levels: Foundation Stage, Years 1 and 2, Years 3 and 4, and Years 5 and 6. Pupil reference material and photocopiable teacher reference material accompany each theme

**Health for Life:** This series consists of 2 books, one for ages 4 to 7 and one for 8 to 11. The books contain Curriculum Action Planners, classroom teaching strategies and activities, and Photocopiable Activity Sheets - for extension and differentiation work and Plenary sessions. The series is divided into 2 strands, Healthy Lifestyles and Sensitive Issues. It uses child-centred research to build on children's existing knowledge.

## Teaching PSHE

PSHE uses an enquiry-based approach to learning. Lessons include times to discuss real life situations and personal experiences, share ideas and strategies learned and may involve 'circle time' games to develop trusting relationships amongst the group. This approach enables pupils to focus

on issues that are relevant to them and learn from the experiences of others. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of picture posters, circle time games, role play and drama.

Where possible we want our pupils to have opportunities to develop a broader understanding of the social, emotional and health issues that may affect them in their lives through facilitating open and honest discussions. It may also be appropriate to involve local experts or visitors to support the delivery of this curriculum.

## **Assessment**

Pupils are assessed in terms of how they are making progress in relation to the expectations of the curriculum. In broad terms the following principles have been applied to each aspect in terms of what it means to become emotionally literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex
- Moving from simple ideas/concepts to making connections between them and placing these within a bigger picture or meta-narrative
- Demonstrating increasing layers of understanding about personal health and hygiene through engagement with a broadening and increasingly complex range of information
- Showing an increasing ability to critically question and form coherent, logical arguments based on sound information
- Expressing a broadening understanding of social and emotional issues
- Respecting the views of others

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion... Progress is tracked termly through book scrutiny and teacher assessment.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

## **Monitoring & Evaluation**

The co-ordinator and Headteacher monitor PSHE provision and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

The co-ordinator is responsible for contributing to the PSHE self-evaluation process. In addition, the governing body monitor the role of PSHE through the Ethos Portfolio and therefore contribution to the Christian ethos of the school.

## **Role of the PSHE Leader**

- **To ensure that the PSHE policy is implemented and to keep up to date with reviews.**
- **To have oversight of the PSHRE curriculum and keep up to date with local and national changes.**
- **To monitor, review and update resources.**
- **To monitor pupil progress and achievement.**
- **To maintain and build priorities set by the school.**
- **To develop links with the community.**
- **To coach, mentor and support teachers in developing their strengths in teaching PSHE, including planning, arranging and delivering CPD as appropriate.**
- **To liaise with parents to ensure all children receive their entitlement.**

## **Entitlement and Inclusion - EAL, PP, SC, SEND, More Able**

**All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.**

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