

Castlefields Primary School



PSHE Policy

Date of policy: February 2024

Next review date: February 2026

Responsibility: Headteacher & Governors

This policy relates to the school's Sex and Relationships Policy, Drugs Education Policy, Behaviour Policies, SEN Policy, Safeguarding (Child Protection) Policy, Equal Opportunities Policy, Disability Equality Scheme, Health and Safety Policy, Preventing Extremism and Radicalisation Policy and British Values Policy.

Introduction

At Castlefields Primary School, we believe that our PSHE teaching allows pupils to gain the knowledge, strategies, understanding and skills necessary to enable them to become physically and mentally healthy, secure, independent and responsible global citizens, living a well-balanced life. Our PSHE Curriculum is reflected in the values and ethos of Castlefields Primary School.

Definitions and Purpose

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education' (National Curriculum, 2014)

'Young people need the opportunity to receive high-quality PSHE and SRE at school. They have a right to information that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and SRE in schools 2015)

Teaching and Learning in PSHE/ Citizenship

Our curriculum is designed with appropriate subject knowledge, skills and understanding to fulfil the three PSHE strands:

- Health and Well-Being
- Relationships
- Living in the Wider World

Relationship and Sex Education is taught within the units of work, as well as in bespoke sessions.

The PSHE Association Scheme of Work is used to plan and deliver sessions. All teaching staff have access to the full range of resources on the PSHE Association website, as well as flexibility to use other appropriate resources and links, including visitors from our local and wider community as appropriate. This ensures full coverage of each area.

The Scheme of work also includes opportunities to link British Values, SMSC (Spiritual, Moral, Social and Cultural) and Castlefields School's school values into the curriculum.

Terminology used throughout the teaching of PSHE, British Values, Castlefields School's school values and SMSC enables pupils to make links across the wider curriculum. This also occurs in whole school, Key Stage and class assemblies.

Methods and Content

A range of teaching strategies are used to provide effective inclusive learning opportunities for all pupils, regardless of their physical or learning needs. This will encourage and develop confidence, self-esteem and a sense of self-identity. Emphasis is on active learning, enquiry, discussion, taking responsibility, decision-making, self-reflection and participation in class, group, paired and individual activities.

As well as PSHE being taught as a bespoke weekly session in each class, it is also woven into other areas of the Curriculum. For example:

English: skills in enquiry and communication; stories/ autobiographies that illustrate aspects of personal and social development; debate;

Maths: counting, sharing and economics;

Science: Drugs, including medicine, sex, health, safety and the environment;

Design and Technology: health and safety, healthy eating, generating design ideas to solve needs, use of technology;

ICT: e-safety; communicating via e-mail; checking accuracy of information on-line;

History: cause and effect of historical events and situations; how decisions/ choices made in the past affect us now;

Geography: topical issues concerning environment, sustainable development, land use; study of pupils' own locality and comparison to places around the world, including more/ less economically developed countries;

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different eras and cultures;

Music: exploring and appreciating culturally distinct music and instruments; celebrating each other's musical successes;

P.E: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity;

R.E: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

In the Early Years Foundation Stage, the educational programmes within the statutory framework for the EYFS inform our curriculum which is ambitious, carefully sequenced and tailored to the needs of all children. In the new statutory framework for EYFS (January 2024), the area of PSHE falls within the prime/specific area of Personal, Social and Emotional Development.

Ethos, Organisation, Structures and Daily Practices of School Life:

Examples of pupil participation includes:

School Council – democratic voting process

Trust Council

Pupil Voice

Playground Buddies

Global Club

Gardening Club

Forest School

Discussing and collectively drawing up class rules

Participation in assemblies – roles include music, benches, IT

Taking part in Open the Book assemblies alongside members of local faith community

Fundraising – community and national level

Pupils taking responsibility for tasks around the school, e.g. recycling paper bins, digital monitors, dinner tickets, closing access gates, fruit monitors

Librarians

Recording and Tracking Progress

We use The PSHE Association guidance on Assessment:-

“There are a number of reasons why it is important that learning in PSHE education is assessed. It is important for pupils to have opportunities to reflect on their learning and assessment also increases pupils’ motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.”

“Assessing learning in PSHE education must ... use a combination of teacher assessment and pupil self- and peer assessment ... The model of assessment that is most meaningful in PSHE education is ipsative assessment. (This) compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s) ... So the benchmark against which progress is measured is the pupil’s own starting point, not the performance of others ...

This gives us the following model for assessing any learning in PSHE education:”*

(*PSHE Association site, PSHE Education Planning Toolkit, Assessment pp11).

End point activities to demonstrate learning at the end of a series of lessons may include:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week.

Teaching staff have access to the PSHE Association site's Assessment Chapter, which has a full range of resources and ideas for Baseline activities and accompanying Endpoint activities to demonstrate progress.

We use Class PSHE Floorbooks, which provide a snapshot of ideas, reflections, activities and discussions aired within individual sessions. They also provide teachers – and pupils themselves – with an overview of learning and progression throughout an academic year.

Staff Professional Development

PSHE will be reviewed throughout the academic year by the PSHE Coordinator in order to identify professional development needs; staff will be supported accordingly. Designated staff meeting planned into the academic year for inhouse training and to share best practice.