

Horton Park Primary School



Horton Park Primary
We Learn to Succeed

PSHE Policy

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Mission Statement: We learn to succeed

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupil's Spiritual, Moral, Social and Cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupil's wellbeing
(Spiral Curriculum Bradford)

Intent:

Through teaching PSHE we enable our children to become healthy, independent and responsible member of society. We aim to help them understand how they are developing personally and socially, and tackles many of their moral, social and cultural issues that are part of growing up. At Horton Park, we provide our children with exciting opportunities for them to learn about rights and responsibilities, and appreciate what it means to be a member of our diverse society. Our learners are encouraged to develop their sense of self-worth by playing a positive role in all aspects of school life *and* the wider community.

The National Curriculum for PSHE aims to ensure that all pupils:

- build positive relationships with others and recognising negative relationships, including forms of bullying and abuse
- respect equality and diversity of different groups and communities
- have an understanding of respecting ourselves and the importance of responsible behaviours and actions
- know how to maintain a physical, mental and emotional well-being
- can identify different influences on health and well-being
- have an understanding of where money comes from and the importance of managing it effectively.

What do we mean by PSHE?

At Horton Park we aim to develop our children's skills and attributes such as resilience, self-esteem, risk management, team-working and critical thinking in the context of three core themes (Health and Well-Being, Relationships and Living in the wider world).

Why do we think PSHE is important?

We believe that providing opportunities for the discussion of personal, social and emotion ideas and concepts is essential to developing children and staff as learners. Our school motto is where everyone learns to succeed. This is best summed up by this statement from the PSHE Association: *'PSHE education is a school subject through*

which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. The PSHE Association further reinforces the importance of PSHE Education explaining that: 'Evidence shows that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility'.

BREADTH OF STUDY

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Practical activities
- Individual, group and whole class discussions and activities
- Open and closed tasks
- Mixed ability sessions
- Debates
- Enterprising activities linked to class charities

Through our creative curriculum approach we also seek to explore and utilise further opportunities to use and apply PSHE across all subject areas.

TEACHER'S PLANNING AND ORGANISATION

Each class teacher is responsible for the PSHE in their class / year group in consultation with and with guidance from the PSHE subject leader. All planning follows Bradford's Spiral Curriculum from Year 1 – Year 6.

The approach to the teaching of PSHE within the school is based on three core principles:

- Health and Well-Being
- Relationships
- Living in the wider world – Economic Well-Being and Being a responsible citizen

Teachers plan sessions for these key themes half termly. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom.

Medium Term planning

Lessons are planned using the Bradford's Spiral Curriculum which can be adapted by the class teacher. PSHE is planned as a unit of work and is collected and monitored by the PSHE subject leader half-termly.

EYFS planning is based on the medium term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

Inclusion

The PSHE lessons are inclusive to pupils with special educational needs. Where required, children's Personalised Provision Plans will address targets. These targets may be worked upon within the lesson as well as on a 1:1 basis outside the PSHE lesson.

Within the PSHE lesson teachers must ensure that there are opportunities for both mixed ability and independent activities linked to the core themes. These activities should provide appropriate challenge for all pupils and offer differentiated opportunities for children with special educational needs. It is vital that all children are challenged at a level appropriate to their ability.

Greater Depth/More Able

More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

Mastery of the curriculum requires that all pupils:

- Question and reflect on their own values and opinions.
- Transfer coherent 'powerful knowledge' to other areas both inside and outside the curriculum.
- Have an awareness and able to express their feelings through their own method of communication.
- Articulate and justify answers, arguments and opinions.

Developing mastery with greater depth is characterised by pupils' ability to:

- Ask and answer deep questions when given time contribute to peer discussions and debates.
- Compare and contrast their thoughts and opinions with others in a calm and respectful manner.
- Evaluate different viewpoints, attending to and building on the contributions of others with confidence.

EQUAL OPPORTUNITIES – refer to Equal Opportunities Act 2010

We incorporate PSHE into a wide range of cross-curricular projects and seek to take advantage of multi-cultural aspects of PSHE. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

PUPILS' RECORDS OF WORK

Children are provided with different opportunities for recording their ideas, such as written, speaking activities and drawing/art. Children are encouraged to work mixed ability and within a group setting as well as working independently. All children are encouraged to work tidily and neatly when recording their work.

EYFS record informally within the setting. For example:

- Outdoor Learning
- Group tasks

- Talking activities

Staff in Foundation stage/KS1 use photos to ensure records of each child's achievements are maintained.

MARKING

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps.

Pupil Achievement and Feedback

Teachers make regular assessments of each child's progress and record these systematically.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching. Lessons are adapted readily and short term planning is evaluated and annotated in light of these assessments.

Long term

The teachers update their findings regularly using Classroom Monitor and this will be analysed by the PSHE Subject Lead twice a year. This is used to demonstrate progress in the teaching of PSHE.

Reporting to Parents

The annual report to parents will include information re: progress and attainment and future targets in the subject.

Monitoring and Evaluation

Monitoring will be carried out by the PSHE subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the Spiral Curriculum and evaluating appropriateness.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Spiral Curriculum and classroom dip in observations re. Effectiveness of planning in practice.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject

- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource PSHE throughout school, prioritising spending in consultation with staff and in accordance with the subject action plan.

Children will be encouraged to:

- Enjoy PSHE and see its relevance for everyday life in Modern Britain.
- Develop knowledge into personal understanding
- Explore, clarify and if necessary, challenge their own and other's values, attitudes, beliefs, rights and responsibilities
- Understand the skills and strategies they need to live healthy, safe (including online safety), fulfilling, responsible and balanced lives.

Parents will:

- Be encouraged to develop positive attitudes to personal, social and emotional health and support their children when project homework is given
- Be well informed of their children's progress through annual reports and parents meetings.

Review Process

Headteacher reports outcomes of monitoring and evaluations to the Governing body half termly. Headteacher, Deputy Head / PSHE subject leader monitor delivery in practice and related planning; feeding back outcomes and development points to staff as appropriate.